

Person specification

Education and Training

- Educational and professional qualifications appropriate for the role of Headteacher of the school. Such qualifications would normally include a degree from a recognised university, professional qualifications (for example PGCE) and ideally a further post graduate qualification;
- Evidence of professional development across career to date.

Experience

- Experience as a Headteacher/Acting Headteacher and/or significant experience at senior leadership level. Demonstrable success in a leadership role in a comparable organisation and through significant periods of development;
- A proven track record of excellence in an educational establishment; Evidence of successful implementation of strategies to improve teaching and learning to raise the standards of achievement for all pupils
- Evidence of effective and outstanding teaching, assessment and target setting
- Experience of whole school leadership in multicurricular school (national and International curriculum - IBD).
- Evidence of the ability to develop excellent relationships with staff, members of the local community, parents and pupils aged 1-18 years of age;
- Experience in leading and developing colleagues and effective teams. Experience of working effectively and in partnership with Governors.
- Experience of leadership of developing a Professional Development Plan for all staff.

Knowledge, Leadership Skills and Qualities

- Developing further systems for school self-evaluation, effective monitoring and inspection
- Developing and implementing strategies for school improvement, including data analysis, target setting and strategies for improving the quality of teaching and learning for all pupils
- The ability to create and implement effective management systems in which roles, responsibilities and accountabilities are clearly articulated;
- Strategies to motivate and engage pupils to maximise learning opportunities and outcomes

- Effective use of ICT to support teaching and learning
- How to promote inclusion and implement equal opportunities for all
- Management of pupils' behaviour and attitudes to learning and the ability to put this into practice

Strategic curriculum development

- An in-depth understanding of school leadership and school improvement needed to achieve outstanding pupil progress and personal development;
- An understanding of the importance of research in developing approaches to learning and curriculum design and the ability to put this into practice in our own educational project;
- An understanding of expectations of all phases of education;
- Appraisal, performance related managing effective professional development
- Prioritise, plan and organise their own work; direct, coordination and provide professional direction to the work of others
- Delegate tasks and responsibilities as appropriate. Empower others to carry the vision forward
- Provide an inspiring role model for pupils and staff, creating an environment where all can thrive
- Manage and motivate staff, in a happy and supportive working environment, to achieve the highest standards in all aspects of school life within the resources available. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
- Lead the safeguarding of pupils ensuring their welfare is prioritised
- Demonstrate a willingness and ability to engage in wider system development
- Think creatively and imaginatively to anticipate and solves problems and identify opportunities for the school
- Use numerical and financial data with confidence and use it to make decisions based upon analysis and interpretation
- Demonstrate reasoned judgement in difficult circumstances
- Deal sensitively with people with very different and demanding expectations, demonstrating an ability to avert and resolve conflict; manage crises and moments of stress with calm words, actions and presence.

- Communicate, negotiate and secure cooperation of a wide range of people. Create a climate of open communication where people feel able to express opinion and know their views will be respected
- Sustain wide, current knowledge and understanding of education and school systems locally, nationally and internationally.

Personal Qualities

- Sensitivity and wisdom in managing relationships with pupils, parents and staff;
- High level interpersonal and communication skills with the capacity to influence at all levels;
- High expectations of pupil achievement, conduct and behaviour;
- Lead by example - with integrity, creativity, resilience, and clarity - drawing on your own scholarship, expertise and skills, and that of those around you.
- Belief in equality of opportunities for all pupils and staff regardless of culture, gender, ethnicity, sexual orientation or religious identity;
- Clarity of vision with the ability to communicate it in a compelling and engaging way;
- An adaptable leadership style which encourages leadership from others and celebrates success;
- Determination and resilience;
- A commitment to collaborative working, both within the school and across Socrates Educa Foundation;
- An excellent record of health and attendance
- Openness, sense of humour, energy and enthusiasm
- Prioritise and manage time appropriately, able to work under pressure and to meet deadlines
- The ability to inspire and influence others through excellent communication
- Demonstrates consistency of judgement and high integrity
- Strong sense of accountability
- The ability to move fluidly between leadership styles
- Encourages commitment to diversity and inclusion
- Committed to and passionate about the development of students and staff
- Personally, aligned to the vision and ethos of the Socrates Educa International School.
- Resilient, calm, positive and reflective

- Demonstrate enthusiasm for, and commitment to, the role; along with reliability, integrity and passion for education
- Create a strong, positive personal impact, conveying authority, confidence, approachability, warmth and humour
- Hardworker, self-motivated with challenging professional goals which are attained in a given timescale.
- Speak English as a first Language and at least one other language including one of Spanish or Catalan.
- Have lived more than one country for a substantial period of time.
- Have active interest outside education.

TERMS AND CONDITIONS OF EMPLOYMENT

The final detailed terms and conditions are subject to agreement between Socrates Educa International School and the successful candidate and will be reflected in the formal employment contract.