

Person Specification



The Triple Crown Centre has a responsibility for, and is committed to, safeguarding and promoting the welfare of children, young people and vulnerable adults, and requires all staff and volunteers to share this commitment.

Post Title	Headteacher
School	The Triple Crown Centre
Salary Range	Leadership scale: L12 - 18
Responsible to	Chair of Management Board

Evidence:	Application (A)	Interview (I)	Reference (R)	
Education and Qualifications		Essential	Desirable	Evidenced by
Degree or equivalent.		✓		A
Qualified teacher status (QTS).		✓		A
Evidence of recent and relevant accredited further professional development.		✓		A
Completion of relevant Leadership programmes (e.g. NPQH).		✓		A
Experience of		Essential	Desirable	Evidenced by
Inspirational senior leadership in a school setting, with demonstrable success.		✓		A, I, R
Rigorous monitoring and evaluation to inform school improvement planning.		✓		A, I, R
Developing and implementing strategies for securing school improvement, with proven success.		✓		A, I, R
Leading and implementing whole school initiatives and managing change.		✓		A, I, R
Leadership of curriculum development and teaching and learning, providing feedback to colleagues in order to maximise outcomes for all students, including those with SEND.		✓		A, I, R
Strategically planning staff development and training, including building capacity through staff recruitment and induction.		✓		A, I, R
Leading staff performance management, recognising high performance and tackling underperformance through to resolution.		✓		A, I, R
Positive behaviour management and developing a student-focused, inclusive and effective learning environment.		✓		A, I, R
The Designated Safeguarding Lead role.			✓	A, I, R
Experience of working with a governing body in strategic school leadership, providing clear and transparent communication.			✓	A, I, R
Building collaborative working relationships with parents/carers, schools, agencies and the wider community.		✓		A, I, R

Knowledge and skills	Essential	Desirable	Evidenced by
Exceptional leadership skills, including the ability to inspire, challenge, motivate and empower others.	✓		A, I, R
Secure knowledge and understanding of the national education agenda and accountability frameworks.	✓		A, I
An understanding of the Headteacher Standards 2020 and their value in self-awareness and in professionally developing other senior leaders.	✓		A, I
Knowledge of the statutory requirements of KCSIE, including safeguarding procedures, child protection and safer recruitment.	✓		A, I
Knowledge and understanding of strategic financial planning and budgetary management.	✓		A, I
Ability to develop and lead effective teams.	✓		A, I, R
Ability to analyse data, develop strategic plans, set targets and monitor/evaluate progress.	✓		A, I
Capable of providing an example of 'excellence' as a teaching practitioner; with the knowledge, understanding and skills to support others in securing outstanding teaching and learning experiences.	✓		A, I, R
A sound understanding of strategies to support young people to achieve their potential, both academically and in relation to their personal development.	✓		A, I
Knowledge and understanding of social, emotional and mental health needs (SEMH).	✓		A, I
Ability to build positive working relationships with school partners; including parents/carers, outside agencies, the local community.	✓		A, I, R
Excellent communication and interpersonal skills.	✓		I, R
Excellent personal organisation skills, with the ability to prioritise workload and work to specific deadlines.	✓		A, I, R
Personal qualities and characteristics - a commitment to:	Essential	Desirable	Evidenced by
Providing professional and inspirational leadership for the school.	✓		A, I, R
Being a high-profile role model, modelling the values and culture of the school with personal integrity.	✓		A, I, R
The protection and safety of young people and adults.	✓		A, I, R
Promoting positive and respectful relationships across the school community.	✓		A, I, R
Holding others to account, through clear communication and challenging conversation skills when required.	✓		A, I, R
Equality of opportunity and inclusion.	✓		A, I
Ensuring the school fulfils its statutory duties with regard to the SEND code of practice.	✓		A, I
Maintaining confidentiality at all times.	✓		A, I, R
Own continuous professional development.	✓		A, I, R

Compiled/Reviewed by:	Mike Walker (Chair of Management Board)
Date:	20 th March 2024

