

Personnel Specification

Qualifications and Training

- DfE qualified teacher status.

Knowledge and Experience

- Experience at middle leadership level, or equivalent, with evidence of impact in raising attainment and progress.
- Significant knowledge and experience of successful leadership of teaching and Learning
- Knowledge and experience of the Ofsted inspection process.
- Experience of developing an organisational culture of high expectations of staff and students which promotes excellence.
- Experience of liaising with higher education institutions.
- Knowledge and experience of safeguarding and child protection procedures and the ability to Promote and safeguard the welfare of students.

Skills and Abilities

- To be an inspirational and motivational leader who is able to effectively communicate the vision and ethos of the Sixth Form to stakeholders.
- To demonstrate the ability to inspire students and staff to achieve excellent results.
- To demonstrate the ability to effectively manage an educational organisation and balance competing priorities and a busy workload.
- A commitment to “personalising learning” for all students in the Sixth Form
- The aspirations, talent and enthusiasm to become a Senior Leader
- To demonstrate the ability to attract universities, businesses, industry and other partners to work with and support the Sixth Form.
- Excellent behaviour management skills
- A commitment to recognising the need for strong and effective pastoral support at Post 16.
- Flexible, adaptable, results orientated, able to prioritise, and resilient under pressure
- Enthusiastic and Exceptional teacher; with a proven track record of excellent results
- To demonstrate the ability to build partnerships and work effectively with all stakeholders.

General:

- Be aware of and comply with policies and procedures relating to safeguarding and promoting the welfare of children, health, safety and security, confidentiality and data protection
- To demonstrate an understanding of and commitment to equal opportunities and diversity