

**Inspire Teaching School: Inspiring Improvement Partner (IIP)**

**Person Specification**

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| **ESSENTIAL (At appointment)** | **DESIRABLE (Can be developed over time)** |
| **Qualifications** | |
| * Qualified teacher status * Relevant degree * NPQH or equivalent | * Masters or Doctoral degree qualification, * Recent, relevant professional engagement in research |
| **Experience** | |
| E1. Minimum 6 years of effective Senior leadership experience as a Head Teacher  E2. Outstanding classroom practitioner E3. Proven ability to establish effective  improvement strategies at whole school level to raise standards for pupils of all abilities  E4. Use of innovative approaches to the development of teaching and learning, including assessment for learning  E5. Successful management of primary school self- evaluation, appraisal, improvement planning and target setting  E6. Successful partnership working with other schools, relevant service agencies and stakeholders E8. Experience of supporting other schools through school improvement  E9. Experiencing of coaching and mentoring others  E10. Experience of training staff  E11. Experience of interpreting and analyzing different data tracking systems | E12. NLE/LLE/SIP or similar experience  E13. Previous experience of brokering school to school support  E1.4. Experience of conducting inspections or Teaching and Learning Reviews  E15. Experience of leading a school to outstanding status |
| **Knowledge, skills and abilities** | |
| K1. Thorough knowledge and understanding of national priorities, current curriculum developments, models of leadership and an ability to disseminate this to others  K2. Ability to support planning, monitor, evaluate and review impact of school provision  K3. Able to demonstrate an understanding and application of system wide school improvement K4. Demonstrable ability to communicate effectively to stakeholders in written and oral form  K5. Ability to analyse and interpret data and set challenging but realistic targets  K6. Understanding of the performance management of school staff  K7. Up to date knowledge and understanding of school monitoring systems and self-evaluation | K15. The ability to quality- assure school provision |

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| K8. Ability to work effectively with key partners, associates and systems leaders.  K9. Ability to think creatively and to prioritize  K10. Ability to proactively engage a network of external relationships and networks  K11. Willingness to learn from others and to give and seek advice where necessary.  K12. The capacity to work collaboratively with others  K.13 An understanding of provision to support welfare and wellbeing  K.14 Current driving license  sees seek adviceseek and take advice |  |
| **Equality, Inclusion and safeguarding issues** | |
| S1. Ability to integrate equality and safeguarding policies into service delivery  S2. A strong commitment to inclusion with high expectations of all learners | S3. Experience of implementing strategies to promote racial harmony and understanding, and deliver SMSC development  S4. Experience of implementing strategies for social inclusion |
| **Personal Qualities** | |
| Q1. Strong interpersonal skills  Q2. A commitment to empowering rather than  attempting to control processes and outcomes  Q3. Committed to continued professional  development of self and others  Q4.The ability to work under pressure and to meet  agreed deadlines  Q5. Able to deal sensitively with people and resolve  conflict  Q6. Appreciation of the importance of a work-life  balance for self and others | Q7. A positive disposition and a sense of humour  Q8. Calm presentation of self |

Inspire Teaching School is committed to safeguarding and promoting the welfare of all pupils and expects all employees and volunteers to share this commitment. This post is subject to an Enhanced DBS Check.