

## Person specification

### Education and Training

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- 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

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- 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

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- 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

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- 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

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- 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 the EIC 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 EIC.
- 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 EIC and the successful candidate and will be reflected in the formal employment contract.