

# HUNTINGTON SCHOOL



## **APPOINTMENT OF HEADTEACHER**

TO START: 1ST SEPTEMBER 2022

IDSR – L33 – L39

NO ON ROLL: YEAR 7 TO YEAR 13 – 1526 at NOVEMBER 2021

DEADLINE FOR APPLICATIONS – THURSDAY 20TH JANUARY 2022, MIDNIGHT

SHORTLISTING TAKES PLACE: MONDAY 24TH JANUARY 2022

INTERVIEWS WILL TAKE PLACE: TUESDAY 15TH & WEDNESDAY 16TH FEBRUARY 2022

Huntington School is committed to safeguarding the welfare of children and young people and expects all staff to share this commitment. Enhanced DBS disclosure is required for appointment to this post. We are unable to accept CVs in place of application forms.

Please download a job description and an application form from our school website: <https://huntingtonschool.co.uk/about/vacancies> Completed application forms should be returned either by email to [vacancies@huntington-ed.org.uk](mailto:vacancies@huntington-ed.org.uk) or by post to Vacancies, Huntington School, Huntington Road, Huntington, York, YO32 9WT to reach the school by midnight on Thursday 20th January 2022.

We are an equal opportunities employer. If you require any additional support to enable you to make an application please contact Paula Edwards, PA to Senior Leadership Team: by email to [p.edwards@huntington-ed.org.uk](mailto:p.edwards@huntington-ed.org.uk) or phone: 01904 752137.

We would be delighted to welcome you to our school for an informal visit ahead of your application. These visits will be conducted by Jonathan Meehan our Finance Manager and a member of the teaching staff. Email [j.meehan@huntington-ed.org.uk](mailto:j.meehan@huntington-ed.org.uk) to arrange a visit on either Monday 10th January, 2:15 pm or Wednesday 12th January, 9 am.

Please note there are no electric charging points on the school site. The nearest points are on Monks Cross shopping area, Vangarde shopping area, and Huntington Stadium.

Parking is available either in front of the school, round the side of the school, or across the road at the All-Weather Pitch car park.

If required, accommodation is available at:

B & B/holiday let/long term let – Mrs Jeanette Smith, Benruthan, Chestnut Grove, The Old Village, Huntington. YO32 9RD - Tel Jeanette on 07771 285294. You can walk to school from this B & B it is 0.6 miles and takes around 12 minutes.

Travelodge York Monks Cross – Monks Cross Shopping Park, Monks Cross Drive, Huntington, York. YO32 9GZ – Tel 0871 984 6542. You can walk from here, it is 1.5 miles and takes around 30 minutes, or drive and park at the school.



## Message from Chair of Governors – Jo Olsen



Thank you for your interest in the position of Headteacher at Huntington School. This information pack has been compiled to give you key information about our school and the role for which you are applying. Our Headteacher retired in August 2021 after 14 years in post. For the current year, our deputy Headteacher has become our acting Headteacher to allow us the time to recruit an outstanding Headteacher.

We are seeking to appoint an outstanding and inspirational Headteacher, who will continue to develop our school - rated Outstanding by Ofsted Oct 2017. We know that no outstanding school is the finished article and there are always improvements to be made and the last two years have been difficult for all schools. We welcome applications from experienced, successful senior leaders.

The school was opened in 1966 for 300 students as Huntington village began to grow and is now a large secondary school with over 1500 students from Year 7 to Sixth form.

Huntington is a mixed comprehensive school and is fully inclusive, catering for the needs of all students regardless of academic ability or prior attainment. Our students are eager to learn and are strong advocates of our core values which are Respect, Honesty and Kindness. These values are incredibly important to us and we challenge both staff and students to promote these qualities in all of their interactions.

We are demanding of all of our staff. We believe the community deserves an outstanding school and we are committed to further improvements to fulfil our ethos and core purpose 'to inspire confident learners who will thrive in a changing world'. We provide excellent training and CPD for both teaching and support staff and working with our Research School all staff CPD focuses on improving practice. Over 50% of our staff are part-time, just part of our pledge to recruit the best and treat them exceptionally well.

We have a diverse Governing Board ranging from aged 20 to into our 60's, with two governors with a disability and a governor of colour. We have five young governors (under 40), four long-term governors including Chair, Vice-chair, SEND, and Safeguarding governors. We have governors who work for DfE, DHSC, governors who are auditors, chartered surveyors, HR expertise, ex-teachers, and both teachers and support staff. We have a development plan each year, which is informed by our

Impact Report and Annual Statement. This year we are focused on becoming a better-trained board as a whole with a broad range of skills; producing a governor mentor protocol; holding a successful HT recruitment process and allowing governors the opportunity to shadow those governors who either chair committees or those with a specific role to aid with succession planning.

If you are an experienced senior leader who is wholeheartedly committed to delivering a high-quality inclusive education experience, and also has the skills, experience, and knowledge required to lead and manage our school whilst sharing our values, ethos, and vision we would like to invite you to apply for this post.

Significant care will be taken to protect against Covid-19 during visits and during interviews. We currently require students and staff to wear a mask when moving around the school, so we ask the same of all applicants unless they are exempt.

We look forward to welcoming you for a visit to our school.

*“Governance of the school is highly effective. Governors are deeply committed, appropriately experienced and suitably tenacious in their work” - Ofsted Oct 2017*



# SCHOOL INFORMATION



*“The school’s approach to teachers’ professional development is exceptional and the school’s ‘Research School’ has had an extraordinary impact on teachers’ understanding of how to improve their practice” - Ofsted Oct 2017*

Huntington School is a highly successful comprehensive school in the northern suburbs of the historic city of York. Our core purpose is to inspire confident learners who will thrive in a changing world.

Founded in 1966 and with the more recent accolade of becoming one of the country’s first and leading Research Schools we have an established an enviable reputation for our expertise and innovation in teaching and learning, coupled with our strong school values of respect, honesty, and kindness.

Huntington is an 11-18 co-educational comprehensive school with a 6th form taking our total student numbers to approximately 1526, which includes the 6th form with over 300 students. Our students achieve excellent results, year-in, year-out, both at GCSE and A-level. Our A-level results place us in the top 10% of providers nationally and we rarely have any NEET students.

## Data from mid Nov 2021:

- 1526 on roll; 1204 in KS3 & 4; 322 in 6th form
- %PP – 14.5%; SEND – 158; EHCP – 19 (+5 undergoing assessment for application for EHCP)
- LAC – 7; Child Protection Plans – 6
- Sept 21 – Nov 21 - Fixed Term Exclusions – 21; Permanent Exclusions – 0
- Attendance: 93%

In Oct 2017, Ofsted rated the school outstanding in all areas. That judgment is a reflection of a lot of hard work, but only forms part of what makes Huntington so special as a school we by no means rest on our laurels, but continually strive to be better.

At Huntington School we believe that people matter most! We believe our school is made a special place by the students and staff who come here together to learn. We believe that positive, respectful relationships between everyone in our school are crucially important in making Huntington an exciting place to study. We think that we have created an atmosphere at Huntington where we can all thrive together, where the conditions for growth are just right.



## **OUR CORE PURPOSE**

At Huntington School we believe that inspiring students to enjoy school life is key to them being successful. The reason we work at this school is to inspire confident learners who will thrive in a changing world. This purpose lies behind everything we do at Huntington. We want our teaching to inspire our students with genuine confidence; we believe that every student can make more progress in their studies than even they themselves think possible. We know that as the world changes so rapidly our students will have to learn new skills. If they are going to thrive, they will need to be genuinely confident learners who know how to learn effectively and have the personal skills to get on well with other people. We are sure that the inspiring atmosphere students enjoy at Huntington School will enable them to grow and thrive in the modern world.

## **OUR VALUES**

Our school has three core values: Respect, Honesty and Kindness. Every single person is expected to try as hard as they can to live by these values every single minute of every single day. We think that if we can all be respectful, honest and kind we will have a school where we can all enjoy being successful.

## **OUR VISION**

At Huntington we always remind ourselves to enjoy the moment whilst not forgetting that our priority is preparing our students for the future. In this ever-changing world, we have a vision of the school we want Huntington to be in the year 2022. Our Vision 2022 is based upon our commitment to providing the best possible education for our students so that they can thrive in a changing world.

The full version of Vision 2022 can be found in the back of this pack. In relation to our position on joining our creating a MAT, which is the last point on Vision 2022 – we are still keeping a watching brief on the educational landscape and have started talking to local MATs to gain more information to aid our decisions. We have a working group to keep an eye on this area, made up of Chair of Governors, Chairs of Governor committees, SLT and acting Headteacher.



## SIXTH FORM

*“The sixth form provides an outstanding education. Students are purposeful and confident. They benefit from excellent careers guidance which ensures that they go on to further study, employment or training that is closely matched to their aspirations” - Ofsted Oct 2017*

Our outstanding Sixth Form offers excellent learning and teaching, exciting extra-curricular activities and genuine support for each individual student. Our students are constantly challenged to reach the highest possible standards in their work. We offer a huge range of extra-curricular activities including sport, theatre, music, community activities, and charity work. We ask all our students to make a contribution to the school, local or international community and as a result they are looked on as leaders by younger students in school. Our Sixth Form offers a broad range of courses. There is a wide range of A Level and Level 3 courses available. Results are consistently excellent and this enables our students to enjoy great success in higher education and employment. We provide some A-level courses to the nearby Joseph Rowntree School in New Earswick and they provide Photography to our students. In 2021 the 6<sup>th</sup> form was awarded Alps 1.





## RESEARCH SCHOOL

*“The school’s ‘Research School’ status has had an extraordinary impact on teachers’ understanding of how to improve their practice” – Ofsted Oct 2017*

In November 2016 we were officially designated an EEF/IEE Research School, one of only 22 in the country. Since then, the DfE has put EEF/IEE Research Schools at the heart of raising achievement in the most deprived areas in the country. Huntington has been one of the schools at the forefront of making evidence-based practice the norm in schools. As a Research School our core purpose is to:

- Share and disseminate the very best of evidence-based practice to schools and teachers across Yorkshire and the Humber
- Provide evidence-based training
- Host conferences and events
- Support schools and other educational organisations across the region

We are very proud to take a role in supporting the school-led system as part of a dynamic network across the region, including our Associate Research Schools in Sheffield and the Wolds.

Staff value the opportunity to take part in research and all staff undertake an Inquiry Question every year, focussed on improving their practice. (This was halted during the pandemic and starts again Jan 22). We have staff who both teach in school and work in the research school.

*“The school is steeped in research-based practice, which is leading to pupils making rapid gains in their skills, knowledge and understanding” – Ofsted Oct 2017*

# WORKING AT HUNTINGTON SCHOOL



We believe in recruiting the best and then treating them exceptionally well.

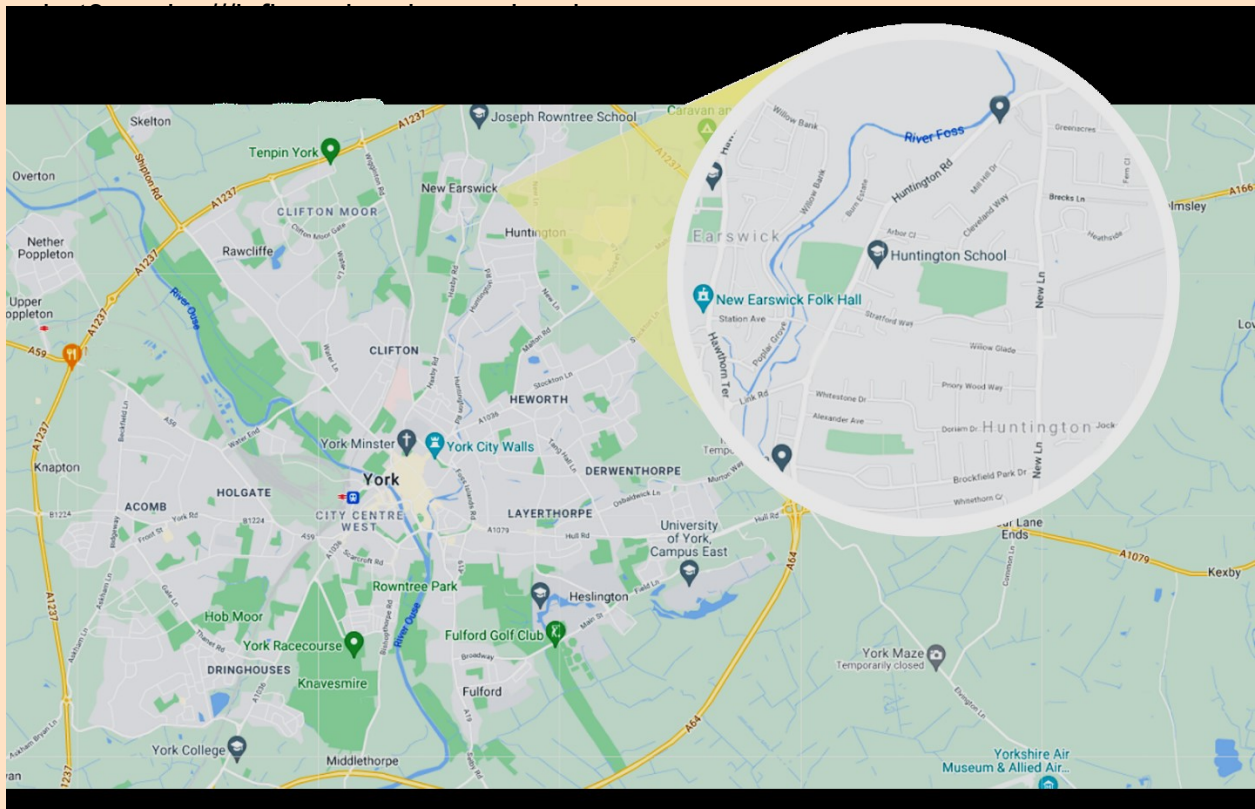
1. Over the last few years, we have implemented working practices which have created a culture where truly great teachers can thrive. Prioritising staff wellbeing; over 50% of our staff work part-time hours; full-time teachers teach 44/50 periods per fortnight, maximum; flexible working arrangements are supported wherever possible; staff can go home if they are not teaching the last period of the day; everyone can take one 'family day' a year fully paid; we provide flu vaccinations for all staff; the staff room has been recently refurbished with better working and rest facilities, increasing ICT provision and fresh coffee after feedback from staff; we have a team of staff from across all areas of school who's remit it is to lead on wellbeing and we dedicate training time to work on strategies to actively improve our wellbeing.
2. We truly believe that we can all be better teachers, and in the value of evidence-informed practice. CPD is planned and prioritised throughout the whole year, so people know what is happening from the outset. Everyone completes an Inquiry Question, with support from the Research School.
3. We actively develop leadership skills through our STARK Staff Development Programme and opportunities such as the Junior Leadership Team and Associate SLT Placements to help individuals develop their chosen career paths.
4. Performance Management is called Performance Development. Our "no lesson judgements" policy came in several years ago; we just discuss how to get better. We begin from the assumption that all of us will get an annual pay rise unless our students' outcomes are poor, and we use our wisdom when making that call, with utter transparency.
5. We minimise admin and data entry (we have only 2 data captures per year) so we can truly focus on what is important to allow meeting time to be dedicated to teaching & learning: on alternate Mondays teachers work on their practice in what we call Curriculum and Assessment Forums (CAFs) from 2.45-4.45 pm.
6. Most policy is designed by the middle-leaders with minimal SLT input, because the middle leaders know what works best. We have a Marking and Feedback policy designed from the bottom up, based upon a set of principles, different according to subject specific needs

*“Teachers have strong subject knowledge and high expectations of their pupils” – Ofsted Oct 2017*

*“The professional development of all staff is exemplary. Leaders believe that ‘every teacher needs to improve, not because they are not good enough, but because they can be even better.’ The school’s training programme responds flexibly to emerging and established priorities and is personalised around the needs of each teacher and teaching assistant. The support for recently appointed teachers and those new to the profession is very strong” – Ofsted Oct 2017*



## SCHOOL LOCATION



**Address:** Huntington School, Huntington Road, Huntington, York. YO32 9WT

**Huntington** – currently has two primary schools, Huntington Primary Academy and Yearsley Grove. There is a large shopping area on the outskirts of the village, Monks Cross which also includes the Vangarde Shopping area and Huntington Stadium, the home of York City FC and York City Knights Rugby Club. There are several smaller independents shops and cafés in the village itself. There are three pubs, The Blacksmiths in the Old Village and The Hogs Head on the site of the old railway line and Pear Tree Farm on Monks Cross. Portakabin is the biggest employer in the village and our MFL building was built by them.

The village is edged by the River Foss and All Saints Church which was built in 1086. The village is named after the Royal Huntington Forest that was on the site of the village in the middle ages. Other churches in the village are St. Andrews, Living World, St Paulinus RC, Huntington Methodist Church and Kingdom Hall of Jehovah's Witnesses.

There are a number of places to stay in the local area from B & B's to Travelodge York at Monks Cross.

Sports in the local area take place at the school, at Huntington Stadium, Monks Cross, and Huntington Sports Club. Sports range from football, cricket, hockey, archery, bowling and ten pin bowling and gym facilities and swimming pool. There is a cinema as part of the Stadium complex.

There are several community buildings in the area providing playgroups and nurseries, brownies, cubs, guides and scouts, keep fit sessions etc.

**York** is a beautiful city, in the equally beautiful county of North Yorkshire.

The City of York is historic and is renowned for its architecture. The urban area of the city has a population of around 150,000 which makes it big enough to feel cosmopolitan but small enough to still have a community feel.

The city hosts a vast array of attractions, from 2.5 miles of medieval walls which encircle most of the inner city; The Jorvik Viking Centre; The National Railway Museum; York Castle Museum; Clifford's Tower; York Art Gallery and many others.

York has a great range of independent, national and international restaurants and cafés. According to legend, there are 365 pubs in York, one for every day of the Year!

York is well connected through the A64 to Leeds in the west and Scarborough in the east. A59 York to Liverpool and the A1079 York to Hull. The A1 and M1 motorways are reachable from A64 and the M62 is close by to get to Manchester and Liverpool.



York is a major rail centre with a stop on the East Coast Main Line, halfway between London and Edinburgh. Cross Country services link York to the Southwest via Birmingham. TransPennine Express train links York to Manchester and Manchester Airport in the west and Scarborough in the East.

Leeds Bradford Airport is nearby and provides easy access to most major European airports as well as North Africa, New York and Pakistan. Manchester Airport is 2 hrs away from York and is a principal airport for the north of England with flights to Europe, America, Asia and Africa. Ferries also go from nearby Hull.

The city has two universities. The University of York opened in 1963 and joined the Russell Group in 2012. York St. John's university gained full university status in 2006.



# VISION 2022



In 2022 Huntington will be a school where we have students making exceptional progress in their studies way beyond what even they themselves think they are capable of making, where we can be as sure as we ever can be that every student sets off into the world with the personal skills and aptitudes to thrive and a set of examination results of which they can be proud.

In 2022 Huntington will be a school where we have a challenging, inclusive curriculum, one which is built upon the foundations of reading, writing and arithmetic, and is shaped according to what our students need to know, understand and do in order to thrive for the rest of their lives.

In 2022 Huntington will be a school where we have a highly functioning Pastoral system, one where our pastoral and academic systems operate seamlessly together as one to ensure that every child at Huntington has a champion.

In 2022 Huntington will be a school where we have the highest expectations of students and ourselves, where every student, no matter his or her starting point, is expected to work as hard as he or she can, and behave as well as he or she can, without qualification.

In 2022 Huntington will be a school where we have truly great, evidence-based teaching & learning, where we have collaborated as a whole staff on finding out what works and we evaluate our practice regularly against what we know works.

In 2022 Huntington will be a school where we have the very best training programme for our staff, where every single colleague has a high-quality development programme mapped out for them the moment they begin working at our school.

In 2022 Huntington will be a school we have the unqualified support of our parents, where parents have the highest aspirations for their children, where they work with us, not against us, in educating their children.

In 2022 Huntington will be a school where we cherish wellbeing, where every single one of us is wholly committed to our work, but has time to enjoy life beyond Huntington School, with family and friends, so that the school/home balance is in true harmony and we embody a celebratory, sustainable approach to life.

In 2022 Huntington will be a school where we have a core set of values that we live by, where our core values – Respect, Honesty and Kindness – direct our every

interaction to the point where they are woven through us like the words in a stick of rock.

In 2022 Huntington will be a school where we have the highest reputation, one we genuinely deserve, where our excellence is manifest, where we are working at the heart of a MAT, our Research School is leading national developments in teaching & learning, and the best teachers and support staff want to come and work here – and students from all around want to come and learn here – because they know they will thrive.



## Headteacher Job Description and Person Specification

Huntington School – to start 1<sup>st</sup> September 2022

*Respect – Honesty – Kindness*

*To inspire confident learners to thrive in a changing world*

### Main Duties and Responsibilities

- To fulfill the statutory requirements of the role of head teacher, including personal accountability and SIRO role.
- The Headteacher will take overall responsibility & accountability for the leadership, organisation, management and conduct of Huntington School in accordance with the school's policies and in consultation with the Governing Body.
- To meet the Headteacher Standards 2020.

### Qualities and Knowledge

- Hold and articulate clear vision, values and moral purpose, focusing on providing a high-quality education for all pupils.
- Uphold public trust in school leadership and maintain high standards of ethics, behaviour and professional conduct.
- Demonstrate professional relationships and attitudes towards pupils' staff, parents & carers and governors and members of local community.
- Lead by example – with integrity, creativity, resilience and clarity – drawing on your own scholarship, expertise and skills and that of those around you
- Be approachable, have a presence around school and enjoy being visible to staff, pupils, parents and carers.
- Sustain wide current knowledge and understanding of education and school systems locally, nationally and globally and pursue CPD.
- Work with political and financial astuteness, within a clear set of principles centered on the school's vision, ably translating local and national policy into the school's context.
- Make sure the school fulfils its statutory duties regarding SEND code of practice, by working effectively with parents, carers and professional to identify additional needs and provide support and adaptation where appropriate.
- Utilise experience of leadership throughout successful Ofsted inspection and knowledge of current Ofsted framework to plan for future visits.

## Pupils

- Uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education or life, ensuring all pupils achieve to the best of their ability.
- Create a culture where pupils experience a positive and enriching school life.
- Keep pupils safe and support the governing board to implement and oversee the highest possible standards of Safeguarding throughout the school, ensuring policies and procedures are fully implemented, understood and followed by all staff.
- Maintain high expectations of behaviour for all pupils, built on values and routines and ensure that these are clearly understood by all staff and pupils and clearly demonstrated and implemented by all staff across the whole school.
- Ensure the school holds ambitious expectations for all pupils with SEND and establish a culture that enables pupils with SEND to access the curriculum and learn effectively.

## Staff

- Promote well-being throughout the organisation and ensure due attention is paid to workload.
- Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge and support each other.
- Develop, inspire and motivate effective teams with clear responsibilities in order to raise standards across the school and spread the workload.
- Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
- Delegate and develop leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities, encouraging collaborative decision-making.
- Hold all staff to account for their professional and personal conduct and practice and lead performance development.
- Establish and sustain rigorous, fair, transparent systems and measures for managing the performance of all staff, identifying under-performance, supporting staff to improve and valuing excellent practice.
- Secure excellent teaching to achieve consistently high standards of learning and attainment across the school, incl. preparation for FE or HE, using evidence informed practice.
- Ensure staff have opportunity to access high-quality sustained CPD opportunities and are deployed and managed well.

## Curriculum

- Ensure a broad, structured and coherent curriculum is implemented across the school and maintain effective curricular leadership, including subject leaders with relevant expertise and access to training, professional networks and communities.
- Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupil wellbeing.
- Ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains.
- Ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum, using assessments to inform strategy and decisions by identifying and addressing barriers.
- Encourage an education culture of 'open classrooms' as a basis for sharing best practice across the school, drawing on and conducting relevant research and robust data analysis.

## Finance and Resources

- Prioritise and allocate financial and other resources appropriately, ensuring efficiency, effectiveness and probity in the use of available funds across the whole school, adhering to school policies and procedures and ensure all financial reporting meets LA requirements.
- Exercise strategic, curriculum-led financial planning (ICFP) to ensure the equitable deployment of budgets and resources, in the best interests of pupil's outcomes and the schools sustainability.
- Keep abreast of future potential opportunities and risks for the school.

## Systems and Processes

- Ensure the school effectively and efficiently operates within the required regulatory frameworks, policies and meets all statutory duties.
- Uphold the highest standards of professional and business ethics and support governance in ensuring this impacts all aspects of the school's decision-making process.
- Ensure that the school's systems are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
- Ensure rigorous approaches to identifying, managing and mitigating risks are implemented and continuously improving.
- Understand and welcome strong governance and actively support governors to understand their role and deliver their functions effectively – in particular to set ethos, vision and strategy; hold the Headteacher to account for performance of pupils and staff, financial performance and governor visibility and communications with parents and carers.
- Represent the school at relevant panels, working groups and meetings as required by the governing body or in the best interests of the school.
- Undertake other duties and responsibilities directed by the governing board.
- Ensure all stakeholders are able to raise concerns and that those are addressed sensitively and effectively.

## School Culture and Improvement

- Take the lead role on working with the governing board to develop a collaborative school vision which embraces excellence, high standards and inclusion.
- Translate that vision into a development plan and implement this successfully, monitoring and regularly reporting its effectiveness to the governing board.
- Provide a safe, calm, well-ordered environment for all pupils and staff, focused on Safeguarding pupils as part of a duty of care and developing pupils' exemplary behaviour both in school and wider society.
- Ensure inclusion, diversity and accessibility across the school.
- Lead by example to foster an open, transparent and equitable culture. Lead the school through rigorous self-evaluation including Quality Assurance and Performance Development at all levels.
- Create an outward-facing school to work with other schools, local authority, organisations and partners, including those partnerships already in place and to champion best practice.

## Relationships

- Develop and sustain effective relationships with the governing board, and the chair of governors in particular to ensure effective governance of the school.
- Strive to achieve the performance criteria, objectives or targets agreed with the governing board.
- Build, develop and maintain effective relationships with parents and carers and all members of the school and wider community to enhance pupils' education.
- Develop effective relationships with fellow professionals and colleagues in other organisations and services to improve academic and social outcomes for all pupils.
- Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well-evidenced research to frame a self-regulatory and self-improving school.
- Monitor the Research School to ensure its continued impact on teaching and learning and opportunities for staff to aid recruitment and retention.
- Shape the current and future quality of the teaching profession through high-quality training and sustained professional development for all staff.
- Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
- Inspire and influence others - within and beyond the school – to believe in the fundamental importance of education in young people's lives and to promote the value of education.



## Person Specification

Ref	Criteria	Essential/ Desirable
	<b>Qualifications and Training</b>	
Q1	Qualified Teacher Status	E
Q2	A degree level qualification or equivalent	E
Q3	Further relevant professional or academic study and evidence of CPD	E
Q4	Evidence of commitment to CPD, including leadership training	E
Q5	Knowledge of current issues in education	E
Q6	A relevant leadership qualification	D
Q7	NPQH qualification	D

Ref	Criteria	Essential/ Desirable
	<b>Safeguarding</b>	
S1	Experience of nurturing the Safeguarding culture within school so it is embodied by all staff and everyone is kept safe and a commitment to Safeguarding, Equality & Inclusion	E
S2	A clear understanding of and commitment to promoting Safeguarding all pupils and working with parents & carers and relevant agencies	E

Ref	Criteria	Essential/ Desirable
	<b>Experience</b>	
E1	Extensive experience of proven, strong, successful senior leadership and management in a secondary school	E
E2	Evidence of demonstrating a strategic leadership style characterised by integrity, creativity, resilience and clarity	E
E3	Experience of implementing, managing, and evaluating change in a collaborative way	E
E4	Significant experience of using data to plan and improve pupil's outcomes, identifying barriers and strategies to overcome them	E
E5	Experience of making effective use of funding and resources using ICFP	E
E6	Experience of high-quality risk management and ensuring risks are mitigated in line with the school's risk appetite	E
E7	Experience of using evidence-informed approaches both in teaching and learning strategies, systematically across the school and in the creation of policies, procedures and school improvement plans	E
E8	Demonstrable experience of successful, supportive line management and staff development	E
E9	Experience of working with a governing board and fulfilling commitments arising from contractual accountability to them	E

E10	Senior Leadership Team experience through successful Ofsted inspection	D
E11	Experience of engaging with a Research School	D
E12	Experience in successfully recruiting, appointing and inducting staff	D

Ref	Criteria	Essential/ Desirable
	<b>Knowledge, Understanding and Skills</b>	
K1	A clear understanding of what makes good and outstanding teaching through a deep understanding of how pupils learn and the ability to develop and sustain a culture where each teacher has a professional obligation to improve their practice and you are able to model this to others	E
K2	A clear understanding of how to create whole school accountability systems, implementing them with support of SLT, combining data from a range of sources to maximise the achievement of pupils, monitor progress and identify weaknesses and strategies to overcome them	E
K3	Knowledge and understanding of how to manage the school's environment effectively and efficiently to ensure it meets the needs of all pupils and staff and meets the needs of the curriculum and all Health & Safety regulations	E
K4	An understanding of how to empower pupils to thrive, achieve success and be actively engaged in their own learning. Setting high expectations for all and preparing all pupils from all backgrounds for the next phase	E
K5	Understand how school can fulfill its statutory duties regarding SEND code of practice	E
K6	Knowledge and understanding of developing and maintaining effective strategies and procedures for staff induction, CPD and performance review	E
K7	Excellent communication skills and proven ability to listen, reflect and work with the whole school community	E
K8	Knowledge and understanding of statutory frameworks which set out professional duties and responsibilities, including personal accountability and SIRO role	E
K9	Understand how to ensure effective planning, collaborative support and evaluate work undertaken by staff	E
K10	Able to determine, organise, resource and implement a challenging and ambitious curriculum, underpinned by an effective, intelligent assessment and reporting framework	E
K11	Knowledge and experience of effective people management, strategies and practice and understanding of personal accountability	E
K12	Knowledge of proven strategies that secure high standards of behaviour and attendance	E
K13	Knowledge of local issues including educational issues and their impact on the school	E
K14	Knowledge of current Ofsted inspection framework	D

K15	Knowledge of how new technologies may both support and enhance the teaching and learning and how they may support and assist the management of the school	D
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Ref	Criteria	Essential/ Desirable
	<b>Personal Qualities</b>	
P1	Be committed to building positive relationships, demonstrating optimistic personal behaviour, rooted in mutual respect. Treating pupils, staff, parents, governors and the wider community equitably and with dignity, respect, honesty and kindness ensuring a safe and healthy environment	E
P2	Have a commitment to valuing and supporting and encouraging the professional development of all staff, building, motivating and nurturing a strong, collaborative team culture to deliver school improvement	E
P3	Willingness to foster and open, transparent culture and deal with difficult conversations, including challenging under-performance and conflict with integrity at every level	E
P4	Show tolerance and respect for the rights of others, recognising differences and cultural diversity while upholding the fundamental British values and ensure that the strategic planning takes into account diversity and equality and experience of the school community at large. Ensuring personal beliefs are not expressed in any way that may exploit the position	E
P5	Commitment to uphold 7 principles of public life (Nolan principles) at all times	E
P6	Ability to remain resilient when prioritising and working under pressure	E
P7	Be able to manage own workload and that of others to allow for appropriate home/work balance and model this to others	E
P8	Able to review and reflect on own practice, set own targets and take responsibility for own CPD and take into account feedback from others	E
P9	Drive to getting the best outcomes for all students whilst monitoring, evaluating and reflecting resources to ensure they are improving the quality of education for all pupils and that they provide value for money	E
P10	Commitment to our Promise to vulnerable students	D
P11	Understanding the differences between the roles and responsibilities of a Headteacher in a maintained school and those in a local school within an academy	D
P12	Willingness to engage in high quality research, sharing good practice, celebrating success and accepting responsibility for outcomes	D