

ATTRIBUTES	ESSENTIAL CRITERIA	DESIRABLE CRITERIA
KNOWLEDGE AND SKILLS	<ul style="list-style-type: none"> Professional knowledge of what constitutes high quality and standards in teaching and learning Professional understanding of inclusion and strategies for engaging all learners Professional understanding of safeguarding within a school setting Ability to write reports, keep accurate records and communicate effectively Effective organisation skills Ability to work well with a range of audiences, including parents/carers and other professionals Ability to use a positive approach to promote learning and excellent behaviour Confident and competent in the use of ICT Ability to lead and manage a team Understanding of curriculum and assessment of pupil progress Understanding of cross-curricular teaching Understand procedures and legislation relating to confidentiality 	<ul style="list-style-type: none"> The ability to deputise effectively in the absence of the Principal A track record of creating and implementing a whole-school vision for improving or a successful school
EXPERIENCE	<ul style="list-style-type: none"> Proven ability as an excellent classroom teacher Experience of leading an aspect of whole school development Experience in effectively deploying and managing staff Experience of working in more than one school A track record for leading a school to improved performance, as demonstrated by Ofsted judgements and/or student outcomes over time 	<ul style="list-style-type: none"> Experience of action planning and delivery of raising attainment programmes Experience of embedding a pedagogy of Teaching & Learning Experience of embedding a Culture & Ethos
QUALIFICATIONS	<ul style="list-style-type: none"> Degree and Qualified Teacher Status Evidence of continuous professional development Experience of leading/co-ordinating professional development and inset training Recent and relevant leadership development/training 	

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PERSONAL ATTRIBUTES	<ul style="list-style-type: none"> • Passionate about teaching and learning • Resilience, the ability to work under pressure and be able to meet deadlines • Proven ability to prioritise workloads • Ability to work effectively and supportively within the Academy team • Excellent communication and organisational skills (including written and oral skills) • A commitment to safeguarding and promoting the welfare of children • Ability to work creatively and collaboratively • Demonstrably professional, honest and loyal • Ability to make and justify difficult decisions • Commitment to pupils and their learning, wellbeing and safety • Committed to equality • Ability to establish rapport and respectful trusting relationships with children their families, carers and other adults • Able to build and maintain successful and purposeful Relationships • Open-minded, self-evaluative and adaptable to changing circumstances and new ideas • Willingness to be involved in the wider life of the Academy 	<ul style="list-style-type: none"> • Bring personal interests and enthusiasms to the Academy community • Able to ensure rigor and accountability through strong line management of significant curriculum teams and important aspects of the Academy • Be inquisitive in every aspect of the Academy, seeking to stimulate improvement, galvanise teams, challenge and support individuals
EQUALITY	<ul style="list-style-type: none"> • An understanding of, acceptance and commitment to the fundamental principles of equal opportunities. • Able to work in a way that promotes equality of opportunity and respect for diversity. • Proactive and passionate about equality, diversity and inclusion. • Ability to communicate effectively with people from a variety of backgrounds. 	
SAFEGUARDING	<ul style="list-style-type: none"> • Evidence of a commitment to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. • Able to work in a way that promotes the safety and well-being of children and young people. • This role involves working with children on a daily basis and is therefore in regulated activity. 	

