



The list below is not exhaustive, nor is it essential for candidates to have extensive experience in all aspects. We are looking for the right person who has the drive and ambition to help shape the future of our school.

Qualifications / Education / Training
Degree level education Qualified Teacher Status Evidence of a commitment to continued professional development so as to sustain up-to-date knowledge and understanding of educational developments Evidence of continued and relevant professional development in school leadership and management Designated Safeguarding Lead training Looked After Children training
Experience
Proven successful experience in a senior leadership post for 3 or more years in a secondary school Experience of pastoral leadership including building relationships with students and parents, in particular vulnerable students and families. Implementing and encouraging strong pastoral and safeguarding practices within a team, ideally as a DSL or DDSL. Experience of student monitoring systems, e.g. CPOMS. Successful record of implementing strategies that have had a positive impact on the quality of inclusion, behaviour, welfare and safeguarding in a school Experience of developing and implementing successful strategies for raising attendance and tackling persistent absence Proven consistent, highly effective teaching in the secondary classroom with a track record of excellent results Proven track record of efficient and timely management of workload and a flexible approach to crisis management and change Proven track record of analysis, evaluation and communication of pupil data to ensure positive outcomes Proven track record of successfully creating teams and managing their performance
Knowledge
Comprehensive understanding both of national performance measures for schools and the OFSTED framework for inspections Knowledge of legislation and guidance on safeguarding and working with young people, including knowledge of the responsibilities of schools and other agencies. Successful and proven track record of innovation and leading change with a demonstrable impact on school improvement

<p>Evidence of current knowledge and understanding of local, national and global education developments</p> <p>Understanding of data and ability to use it effectively to enhance pupil performance</p> <p>Knowledge and understanding of behaviour strategies and their impact</p>
Leadership and Collaboration
<p>Able to embrace, communicate and implement a coherent vision for the school in partnership with all stakeholders</p> <p>Evidence of a drive to encourage and pursue excellence in all aspects of school life and a clear sense of what strategies might be effective for achieving this</p> <p>Proven ability to lead by example and create a shared commitment and responsibility to the school through teamwork, distributed leadership and professional reflection</p> <p>Proven ability to build a culture where pupils feel confident that their concerns will be listened to and acted upon</p> <p>Proven ability to lead and adapt to change, able to assess new ideas and implement them if they improve pupils' learning</p> <p>Ability to encourage parents/carers to play their part in their child's learning (both in and out of school)</p> <p>Ability to work productively with the governing body and an understanding of its statutory duties</p> <p>Proven experience of getting the best out of others</p> <p>Ability to commit to the principles of equality and diversity</p>
Skills & Competencies
<p>Excellent interpersonal and communication skills, both orally and in writing</p> <p>Excellent organisational skills</p> <p>Ability to process and interpret information</p> <p>Demonstrate a high level of competence in using ICT</p> <p>Ability to cope with periods of pressure and prioritise workload accordingly, meeting deadlines whilst maintaining a sense of humour and proportion</p> <p>Ability to work flexibly and share workloads, particularly during periods of pressure</p> <p>Team player</p> <p>Ability to negotiate and problem solve</p> <p>Accuracy and reliability</p> <p>Ability to work well with a wide range of people, including pupils, staff, parents/carers and governors (including when presented with challenging behaviours)</p> <p>Strong role model for pupils</p> <p>Awareness and commitment to the school's equal opportunities policy</p>
Personal Attributes
<p>Evidence of clear values and moral purpose which places pupils at the heart of all decisions</p> <p>A passion for helping young people develop and learn</p> <p>Personal commitment to the school values, aims and ethos and a willingness to actively engage in the school community</p> <p>Excellent interpersonal skills</p> <p>Ability to hold challenging conversations that achieve productive outcomes</p> <p>Commitment to a curriculum that is creative and relevant to the interests and needs of all pupils, including their well-being</p> <p>Absolute commitment to ensuring the safety and well-being of pupils</p> <p>Proven record of being transparent and accountable to parents/carers, governors, relevant external bodies and the local community</p>

Self motivated - ability to work on own to achieve successful outcomes
Have energy, commitment and attention to detail
Ability to make decisions and use own initiative
Creative, innovative and open to ideas
Prepared to learn new skills
Positive outlook based on good humour and enthusiasm
Sense of proportion and ability to balance work and home life
Commitment to equality, diversity and inclusion.
Preparedness to work outside of the school hours where necessary (e.g results days, support for activities such as revision or summer school and other events).

All employees are expected to be familiar with and subscribe fully to the school's Code of Conduct – this includes signing an ICT acceptable use agreement.