

**PERSON SPECIFICATION – DIRECTOR OF SCHOOL IMPROVEMENT**

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|  | **CRITERIA** | Essential/Desirable | Where assessed |
|  | **Qualifications and Education** |  |  |
| 1 | Educated to degree level | E | A/C |
| 2 | Qualified Teacher Status (QTS) | E | A/C |
| 3 | Qualified Ofsted Inspector  | D | A/C |
| 4 | Professional development tailored to senior leadership e.g. NPQH | D | A/C |
|  | **Experience and Knowledge** |  |  |
| 5 | Demonstrable experience of senior leadership in education with thorough knowledge of the statutory requirements, frameworks and legislation applicable to Multi Academy Trusts and the wider educational landscape | E | A, I, R |
| 6 | Consistent track record at a senior level of school improvement | E | A, I, R |
| 7 | Experience of successful involvement in Ofsted inspections | E | A, I, R |
| 8 | Experience of working collaboratively with senior leaders in other schools to achieve shared priorities and/or of supporting other schools |  |  |
| 9 | Experience of working with Local Governing Boards, Trustees, Executive Teams and external stakeholders | E | A, I, R |
| 10 | Experience of successful contribution towards school self-evaluation | E | A, I, R |
| 11 | Experience of accurately analysing and interpreting quantitative and qualitative data to evaluate school performance and identify school improvement priorities | E | A, I, R |
| 12 | Up to date knowledge and understanding of pedagogical and curriculum strategies | E | A, I, R |
| 13 | Proven track record of developing and successfully implementing whole school strategies to rapidly improve student outcomes | E | A, I, R |
| 14 | A thorough understanding of how young people learn and the core features of effective curriculum planning, delivery and assessment | E | A, I, R |
| 15 | Wide, current knowledge and understanding of national and local education policy and research and how it translates into the schools’/trusts context | E | A, I, R |
| 16 | A strong track record of school-to-school support, as an NLE or SLE with measurable impact | D | A, I, R |
|  | **Skills** |  |  |
| 17 | Excellent communication skills and the ability to develop strong professional relationships | E | A, I, R |
| 18 | Skilled in coaching, developing and enabling others | E | A, I, R |
| 19 | Able to delegate effectively and manage the performance of others | E | A, I, R |
| 20 | Able to drive forward strategic priorities and translate these into practical actions which enables staff and students to succeed and maximise impact | E | A, I, R |
|  | **Personal Attributes**  |  |  |
| 21 | A commitment to safeguarding and promoting the welfare of children and young people | E | A, I, R |
| 22 | Models good practice and leads by example with integrity, positivity, resilience and clarity | E | A, I, R |
| 23 | Highly effective, adaptive and credible leader, who inspires the respect and support of others and is a strong visible presence for the Trust | E | A, I, R |
| 24 | Personal integrity and a commitment to fairness and equality | E | A, I, R |
| 25 | Passionate about improving the quality of education and education outcomes for all students | E | A, I, R |

**Key: Where Assessed**

A – Application Form

C – Certificates

I – Interview

R - References

Please set out how you meet the essential and if appropriate desirable criteria in your application form. The person specification will be used to shortlist candidates for interview.