

Executive Headteacher – Bishop Wilson and Christ Church Federation

Person Specification

<b>FAITH COMMITMENT</b>	<b>Essential</b>	<b>A/I/R</b>	<b>Desirable</b>	<b>A/I/R</b>
Holds to a strong personal Christian commitment and is supportive of the Federation's Christian ethos, vision and values	✓	A I R		
<b>MAINTAINING AND ENHANCING THE SCHOOL'S ETHOS</b>	<b>Essential</b>		<b>Desirable</b>	
Commitment to preserve, promote and develop the distinctive Christian character and ethos of the schools	✓	A I		
Ability to shape the future through strategic thinking and planning that builds, articulates and engages people in a shared vision based on the Christian ethos at each school	✓	A I		
Committed to and understands how relationships should be fostered and developed between the schools, parish churches and their community, and the Diocese	✓	A I		
Understands the importance of collective worship and RE in a church school with experience in leading inspirational collective worship	✓	A I		
<b>QUALIFICATIONS</b>	<b>Essential</b>		<b>Desirable</b>	
A degree or equivalent qualification	✓	A		
Qualified Teacher Status (QTS)	✓	A		
Evidence of personal and professional development	✓	A		

NPQH (or working towards) or similar qualification			✓	A
<b>EXPERIENCE</b>	<b>Essential</b>		<b>Desirable</b>	
Headteacher from within the primary phase with experience across all three Key Stages in the primary phase			✓	A
Substantial and successful experience in a senior leadership role including curriculum development, monitoring and assessment that stretches and challenges all pupils, irrespective of ability	✓	A I R		
Experience of successful implementation of strategies to improve teaching and learning to raise the standards of achievement for all pupils including those with high prior attainment, rapid learners and those requiring SEND provision	✓	A I R		
Experience of working effectively and in partnership with Governors, parents and carers, and the wider community, clearly communicating the schools' performance	✓	A I R		
Experience of developing further systems for school self-evaluation, effective monitoring and inspection.	✓	A I		
Experience of leading a successful Ofsted and/or SIAMS inspection			✓	A I R
Experience of using pupil premium funding to close the attainment gap			✓	A I
<b>KNOWLEDGE</b>				
Good knowledge and understanding of what constitutes an effective school and have the necessary skills of leadership and management to help create such schools	✓	A I		
Knowledge of statutory legislation relating to school leadership and management and education frameworks, including governance	✓	A I		

Knowledge of new technologies, their use and impact including social media			✓	A
<b>SKILLS &amp; ABILITIES</b>	<b>Essential</b>		<b>Desirable</b>	
Ability to access and analyse relevant data and to use this information to set priorities and determine school action	✓	A I		
Ability to work under pressure, determine priorities and meet deadlines, communicating effectively to all stakeholders	✓	I R		
Ability to inspire high quality teaching, learning and behaviour and lead others with optimism, continually building and developing positive relationships with all stakeholders	✓	A I R		
Able to develop and implement a successful strategy to increase numbers on role at our smaller school			✓	A I R
<b>LEADING LEARNING &amp; TEACHING</b>	<b>Essential</b>		<b>Desirable</b>	
In-depth knowledge of EYFS and Key Stages 1 & 2.	✓	A I		
Proven ability to acknowledge teaching excellence and challenge any underperformance across the school to improve the quality of learning	✓	A I		
Ability to motivate and engage pupils to maximise learning opportunities and outcomes, ensuring equal opportunities for all	✓	A R		
Ability to secure excellent pastoral care, behaviour and good attendance for all	✓	A I R		
Evidence of 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	✓	A I		
Able to effectively manage all financial aspects of school life	✓	A I		

<b>LEADERSHIP</b>	<b>Essential</b>		<b>Desirable</b>	
Able to demonstrate an inspirational and supportive style of leadership, including modelling integrity, creativity, resilience and clarity	✓	A R		
Understands and prioritises the importance of relationships within the wider school environment	✓	R		
An excellent communicator, diplomatic, confident and able to quickly build trust with all stakeholders	✓	I R		
Ability to deal sensitively with people with very different and demanding expectations, demonstrating an ability to avert and resolve conflict	✓	I R		
Ability to prioritise and manage time appropriately under pressure and in changing circumstances, while looking after their own wellbeing, and be able to lead others to do the same	✓	R		
<b>SAFEGUARDING</b>	<b>Essential</b>		<b>Desirable</b>	
An understanding of current legislation relating to safeguarding and child protection and commitment to promoting the welfare of children	✓	A I		
Ability to maintain and develop a 'culture of vigilance' with regard to safeguarding and child protection	✓	A I R		
<b>PERSONAL</b>	<b>Essential</b>		<b>Desirable</b>	
A valid UK driver's licence and use of a vehicle	✓	A		
Demonstrates enthusiasm for, and commitment to, the role; along with reliability, integrity and a passion for education.	✓	A I R		