Person Specification

 Executive Head Teacher – The Trentside Federation

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| **CRITERIA** | **Essential and Desirable** | **Shortlist criteria** | **Assessment Centre and Interview** |
| **A** | **Qualifications and Training** |  |  |  |
| 1 | Honours degree (2/2 or higher) | Essential | ✓ |  |
| 2 | Qualified teacher status | Essential | ✓ |  |
| 3 | Evidence of recent and relevant continuing professional development, including leadership development | Essential | ✓ |  |
| 4 | Recent and relevant safeguarding training | Essential | ✓ |  |
| 5 | NPQH | Desirable | ✓ |  |
| 6 | Post graduate level qualification or recognised alternative | Desirable | ✓ |  |
| **B** | **Relevant experience, knowledge and understanding** |
| 7 | Leadership and management | Recent experience as a successful senior leader in the relevant phase | Essential | ✓ | ✓ |
| 8 | Proven track record in leading, monitoring and managing staff including building a successful team, delegating effectively and empowering others | Essential | ✓ | ✓ |
| 9 | Evidence of creating an ethos within which all staff are motivated and supportedto develop their own skills and knowledge | Essential | ✓ | ✓ |
| 10 | Demonstrable understanding of and commitment to, addressing workload issues for staff in order to promote recruitment, retention and wellbeing | Essential | ✓ | ✓ |
| 11 | Experience of managing HR issues, including staff appointments, capability anddiscipline | Desirable | ✓ | ✓ |
| 12 | Christian Values and Beliefs | A commitment to continue to embed and develop the Christian ethos and values | Essential | ✓ | ✓ |
| 13 | A person who understands the distinctive and inclusive nature of our Church Schools and their role in the community | Essential | ✓ | ✓ |
| 14 | Experience of a SIAMs inspection at leadership level | Desirable | ✓ | ✓ |

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| **CRITERIA** | **Essential and Desirable** | **Shortlist criteria** | **Assessment Centre and Interview** |
| 15 | Primary School Teaching | Proven experience of securing excellent teaching through an analyticalunderstanding of how pupils learn and the core features of successful classroom practice. | Essential | ✓ | ✓ |
| 16 | In-depth knowledge and understanding of the wider educational agenda including current national policies and educational issues | Essential | ✓ | ✓ |
| 17 | Proven experience of curriculum design, alongside an understanding of current issues relating to this | Essential | ✓ | ✓ |
| 18 | Proven track record in raising pupil attainment and progress across the whole school | Essential | ✓ | ✓ |
| 19 | Evidence of setting ambitious standards for all pupils, overcoming disadvantage and advancing equality and inclusion | Essential | ✓ | ✓ |
| 20 | Proven experience of leading effective school improvement, including the review/analysis of key indicators such as pupil outcomes data, planning and implementing sustained change at whole school level | Essential | ✓ | ✓ |
| 21 | Pupil Wellbeing | Proven experience of positive behaviour management, developing a pupil focussed, inclusive and effective learning environment so that behaviour and attendance are excellent | Essential | ✓ | ✓ |
| 22 | Managing Corporate Functions | Proven experience of strategic financial planning to ensure the equitable deployment of budgets and resources, in the best interest’s pupil achievements and the school’s sustainability | Essential | ✓ | ✓ |

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| **CRITERIA** | **Essential and Desirable** | **Shortlist criteria** | **Assessment Centre and Interview** |
| 23 | Stakeholder management and engagement | Commitment to strong Governance and to working collaboratively with the Governing Body enabling them to deliver their functions effectively | Essential | ✓ | ✓ |
| 24 | Ability to communicate the school’s ethos, vision and priorities to all stakeholders (pupils, staff, governors, parents/carers and outside agencies) | Essential | ✓ | ✓ |
| 25 | A commitment to developing an outward facing approach, working with other schools, agencies and organisations, in order to share best practice and secure excellent outcomes for all pupils | Essential | ✓ | ✓ |
| **C** | **Professional skills and personal qualities** |  |  |  |
| 26 | Be a visible, high profile, positive role model with an optimistic professional approach that inspires excellence, and the confidence, trust and respect of the school and wider community | Essential | ✓ | ✓ |
| 27 | Effective interpersonal and communication skills appropriate to audience | Essential | ✓ | ✓ |
| 28 | Work well in challenging situations and be able to prioritise work to meet deadlines | Essential | ✓ | ✓ |
| 29 | Proven ability to think creatively to anticipate and identify problems/needs and construct solutions | Essential | ✓ | ✓ |