

Leadership Person Specification

At Baysgarth School are core values of Respect, Resilience and Responsibility permeates everything we do and represent, including our person specifications for our staff.

Value	Essential	Desirable	Evidence
Be relentlessly positive	✓		A, I, R
Believe in Baysgarth School and be ambitious for ourselves, our school, our students and our community	✓		A, I, R
Embrace change and be passionate about improvement	✓		A, I, R
Always model the behaviours we expect to see	✓		A, I, R
Demonstrate a growth mindset and encourage it with others	✓		A, I, R
Share best practice	✓		A, I, R
Be consistent and fair; demonstrate exemplary manners at all times with staff, students and stakeholders	✓		A, I, R
Have a high profile around the department and the school	✓		A, I, R
Empower staff (through distributed leadership) and students	✓		A, I, R
Model and demonstrate high standards	✓		A, I, R
Believe in teams and foster a spirit of collaboration	✓		A, I, R
Think outside the box and encourage others to do the same	✓		A, I, R
Take risks and support others to do the same	✓		A, I, R
Facilitate, Encouraging creativity and autonomy	✓		A, I, R
Develop leadership capacity by identifying, nurturing and developing leadership talent	✓		A, I, R
Seek out and develop innovative practice	✓		A, I, R
Be resilient and encourage this with our teams and our students	✓		A, I, R
Be determined to build and motivate high performing teams	✓		A, I, R
Be determined to close the gaps between student achievement	✓		A, I, R
Be outward facing, determined to develop strong partnerships to support school improvement	✓		A, I, R
Be insistent and persistent	✓		A, I, R
Have the highest aspirations for our teams and our students	✓		A, I, R
Celebrate individual and collective success	✓		A, I, R
Motivate our teams and ensure they buy-in to our vision	✓		A, I, R
Implement – do what we say we are going to do and to deadline	✓		A, I, R
Be a strategic planner to ensure long-term sustainability of successful outcomes	✓		A, I, R
Have a clear vision for our teams	✓		A, I, R
Put students first in our decision-making	✓		A, I, R
Ability to challenge underperformance and hold others to account	✓		A, I, R

Interpersonal Skills; Intellectual Ability; Motivation			
	Essential	Desirable	Evidence
Excellent organisational skills	✓		A, I, R
Influences staff at all levels	✓		A, I, R
Excellent interpersonal skills	✓		A, I, R
Commitment to diversity, safeguarding and health and safety	✓		A, I, R
Excellent verbal and written communication skills	✓		A, I, R, T
Proficient IT skills	✓		A, I, R
Professional integrity and an ability to maintain the utmost confidentiality	✓		A, I, R
Ability to work under pressure to tight deadlines	✓		A, I, R
Commitment to continuous professional development	✓		A, I, R
Ability to form and maintain appropriate relationships and personal	✓		A, I, R

Ability to deal effectively with challenging situations, demonstrating initiative and prioritising actions	✓		A, I, R
Ability to provide high quality customer care, dealing with issues and complaints swiftly	✓		A, I, R
Ability to lead, and work as part of, a team, demonstrating flexibility and interdependence	✓		A, I, R
Compliance with the Teachers' Standards	✓		A, I, R
Commitment to the school's aims/objectives and ability to articulate this to others	✓		A, I, R

Qualifications and Awards		
Essential	Desirable	Evidence
Degree (or equivalent)	2:1 degree or better Further qualifications e.g Masters, PHD	A, C
QTS/QTLS	Leadership qualification – e.g. NPQML; Leading from	A, C

Relevant Experience		
Essential	Desirable	Evidence
Experience of working in a secondary school	Experience of working and leading in more than one secondary school	A, I, R
Experience of planning and delivering CPD	Experience of planning and delivering whole school CPD	A, I, R
Experienced appraisal mentor	Evidence that staff were developed professionally	A, I, R
Evidence of Good or better teaching over time, evidenced by lesson observations and student outcomes	Evidence of Outstanding teaching over time, evidenced by lesson observations and student outcomes	A, I, R, T
Experience in the quality improvement cycle of exam results analysis, SEF, DIP, Appraisal	Evidence of impact of improvement cycle on student outcomes	A, I, R
Evidence of track record of good progress for Students of different ages and abilities	Evidence of good and outstanding progress and outcomes for students in KS3/4/5 across own and team's classes	A, I, R
Evidence of effective budget management	Evidence of how effective budget management has impacted on student outcomes	A, I, R, T
Evidence of coaching and mentoring other staff	Evidence of staff having shown consistent improvement	A, I, R, T
Evidence of being able to effectively judge the quality of teaching	Evidence of action planning based on these judgements	A, I, R, T
Experience of collaboration with a range of stakeholders	Evidence this collaboration has had a positive and sustained impact on student outcomes	A, I, R
Experience of analysing complex data using ICT, devising strategies for addressing underperformance and identifying areas for improvement	Evidence of the positive impact of these strategies on staff and student performance	A, I, R, T
Understanding of personnel policies, including discipline	Experience of involvement in a staff disciplinary process	A, I, R
Thorough understanding and experience of current and future KS3/KS4/KS5 programmes of study/syllabus requirements	Experience of exam board marking/moderation	A, I, R
Evidence of consistently collecting student and stakeholder views	Evidence of the impact of this information on the quality of teaching and learning and student engagement	A, I, R

Key: A = Application; I = Interview; T = Tests/Teaching; C = Certificates; R = References