

Person Specification

Head of School

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| Qualifications & Experience | Essential | Desirable |
| * Leadership responsibility of/within a team |  |  |
| * Successful teaching experience and experience of leading within a subject area / Key stage |  |  |
| * Recent experience in a secondary school or academy |  |  |
| * Experience as Deputy Headteacher |  |  |
| * Experience of teaching and leadership in more than one school |  |  |
| Leadership & Management | Essential | Desirable |
| * Hold QTS |  |  |
| * Evidence of continuing professional development |  |  |
| * Masters level qualification |  |  |
| * NPQH award or Leadership Pathways certification |  |  |
| * Ability to articulate and share a vision of education within the context of the mission of the school |  |  |
| * Ability to inspire and motivate staff, students, parents and governors |  |  |
| * Evidence of having successfully translated vision into reality at whole-school level |  |  |
| * Experience of working in and leading staff teams |  |  |
| * Experience of performance management and supporting the continuing professional development of colleagues |  |  |
| * Evidence of successful strategies for planning, implementing, monitoring and evaluating school improvement |  |  |
| * Ability to analyse data, develop strategic plans, set targets and monitor/evaluate progress |  |  |
| * Knowledge of what constitutes quality in educational provision, the characteristics of effective schools and strategies for raising standards and the achievement of all students |  |  |
| * Understanding of leadership role in developing and implementing of the PSHEE curriculum, incorporating an ethos of British Values throughout the school community |  |  |
| * Understanding of and commitment to promoting and safeguarding the welfare of students and colleagues |  |  |
| * Knowledge of the role of the local governing board |  |  |
| * Experience of working with governors to enable them to fulfil whole- school responsibilities |  |  |
| * Understanding of effective budget planning and resource   deployment |  |  |





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| * Understanding of how financial and resource management enable a school to achieve its educational priorities |  |  |
| * Successful involvement in staff recruitment, appointment/induction |  |  |
| Knowledge & Skills | Essential | Desirable |
| * Principles and practice of effective strategies for learning and assessment |  |  |
| * Ability to demonstrate accuracy |  |  |
| * Organisation skills |  |  |
| * Working knowledge and skills of IT |  |  |
| * Good communication skills with people at all levels |  |  |
| * Ability to gain respect of students through manner of confidence and authority |  |  |
| * Able to organise own workload in the context of varied tasks |  |  |
| * Financial understanding and/or management of budgets |  |  |
| * Ability to analyse data |  |  |
| * A secure understanding of the requirements of the National Curriculum and wider curricular opportunities |  |  |
| * Knowledge and experience of a range of successful teaching and learning strategies to meet the needs of all students |  |  |
| * A secure understanding of assessment strategies and the use of assessment to inform the next stages of learning |  |  |
| * Experience of effective monitoring and evaluation of teaching and learning |  |  |
| * Secure knowledge of statutory requirements relating to the curriculum and assessment |  |  |
| * Understanding of the characteristics of an effective learning environment and the key elements of successful behaviour management |  |  |
| * Successful experience in creating an effective learning environment and in developing and implementing policy and practice relating to behaviour management |  |  |
| Personal Qualities | Essential | Desirable |
| * Able to lead and inspire |  |  |
| * Able to work calmly under pressure |  |  |
| * Ability to critically evaluate own performance and make any necessary changes to be more effective |  |  |
| * Commitment to the ethos of the school |  |  |
| * Enthusiastic, honest, reliable |  |  |
| * Ability to share a dynamic vision for the implementation of programmes and projects |  |  |
| * A sense of purpose and ability to take personal initiative |  |  |





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| * A sensitive, flexible, open-minded and responsive attitude to working with others |  |  |
| * Ability to work effectively as part of a team and to share a Trust- wide vision |  |  |
| * High quality teaching skills |  |  |
| * High expectations of students’ learning and attainment |  |  |
| * Strong commitment to school improvement, high expectations to raise students’ aspirations |  |  |
| * Ability to build and maintain good relationships |  |  |
| * Ability to remain positive and enthusiastic when working under pressure |  |  |
| * Empathy with children, parents and carers |  |  |
| * Good communication skills |  |  |
| * Good interpersonal skills |  |  |
| * Stamina and resilience |  |  |

