## H:\General Admin\Federation of Logos.png

## Federation of Cherry Oak School, Victoria School and Victoria College

## Head of School – Victoria School

## Person Specification

### The Head of School needs specific professional knowledge and understanding in a range of attributes. This includes leadership, management and personal skills, which are applied across the seven key areas of responsibility set out in the Head of School’s job description.

Assessment Method Key: A: Application Form; C: Certificate; I: Interview/assessment activities; R: Reference and other employment checks

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| Qualification and experience requirements | | | | |
| Essential | Assessment Method | Desirable | | Assessment Method |
| * Qualified Teacher Status * Recent leadership experience * Evidence of regular and appropriate professional development * Experience of working in SEND schools | * C * A/I * A/C * A/R | * Experience on a Senior leadership Team * Relevant professional qualifications * Experience of Ofsted inspection process | | * A * A/C * A/C * A/I |
| The Head of School should be able to demonstrate their experience, knowledge and understanding of: | | | | |
| Shaping the future | | | | |
| Essential | Assessment Method | Desirable | | Assessment Method |
| * Ability to build, communicate and implement a shared vision * Experience of operational planning processes including staff/resource planning and budgetary monitoring * Effective communication of strategies both within and beyond the School * Successfully leading change, creativity and innovation * Evidence of building colleagues’ esteem, recognising successes and celebrating existing good practice | * A/I/R * A/I/R * A/I/R * A/I/R * A/I/R | * Experience of school self-evaluation and improvement planning * Understanding the importance of a 2-19 provision for students with SEND | | A  A/I |
| Leading teaching and learning | | | | |
| Essential | Assessment Method | Desirable | | Assessment Method |
| Ability to implement:   * Strategies to ensure the very best outcomes for learners * Strategies to engage with a range of professionals to support pupils with SEN * Models of learning and teaching for students with SEND * Principles of effective teaching and assessment for learning * Models of behaviour and attendance management * Curriculum design and management * Data collection and analysis * The concept of distributed leadership and its role in effective management * Ability to work cooperatively with others across the Federation | * A/I * A/I/R * A/I * A/I * A/I * A/I * I * A * I/R | * Principles and models of self-evaluation | | * A |
| Developing self and others | | | | |
| Essential | Assessment Method | Desirable | | Assessment Method |
| * Ability to promote self and team development * Ability to challenge underperformance and increasing expectations * Fully committed to continuing professional development of self and others | * A/I * A/I * A | * Demonstrated ability to design and deliver effective CPD * Coaching and mentoring skills | | * A * A/C |
| Managing the organisation | | | | |
| Essential | Assessment Method | Desirable | | Assessment Method |
| * Working cooperatively to devise, implement and manage change initiatives * Using of flexible and differentiated approaches to target improvement measures for staff * Managing challenge effectively * Experience of managing short term and long term objectives | * A * A/I * A/I * A/I | * Knowledge of School Governance requirements * Clear understanding of different school departments and the principles of organisational development * Experience of managing a large workforce | | * A * A/C * A |
| Securing accountability | | | | |
| Essential | Assessment Method | Desirable | | Assessment Method |
| Understanding of:   * Principles and practice of quality assurance systems, including school review, self-evaluation and performance management * Statutory education frameworks * The use of a range of tools and methods to support, monitor, evaluate and improve aspects of school life, including challenging poor performance * Networking effectively in order to secure a range of resources and opportunities for schools | * A/I * A/I * A/I * A | * Experience of positive change management | | * A |
| Strengthening community | | | | |
| Essential | Assessment Method | Desirable | | Assessment Method |
| * Quickly developing effective relationships and gaining trust of all * Awareness of current issues and future trends that impact on the school community * Knowledge of strategies to encourage families to engage with the school * Knowledge of other agencies and professionals and opportunities for collaboration | * A/R * A/I * A/I/R * A/I/R | * Demonstrated ability to build relationships between the school, its community, training organisations and businesses * Knowledge of preparing for adulthood and its importance | | * A * A |
| Safeguarding and promoting the welfare of students | | | | |
| Essential | Assessment Method | Desirable | Assessment Method | |
| * Knowledge of current national and local safeguarding guidance * Ability to develop and maintain a safe and supportive school culture * Experience delivering practices that promote a culture of safeguarding and child protection | * A/I * A/I * A | * Current DSL qualification * Knowledge of adult safeguarding guidance | * C * A | |