



Ashley Hill Multi Academy Trust

Head of School Person Specification

This Person Specification is related to the requirements of the post as determined by the job description. Shortlisting is carried out on the basis of how well you meet the requirements of the person specification. You should refer to these requirements when completing your application.

| Description: | Essential | Desirable |
|--|-----------|-----------|
| Professional Qualification | | |
| Qualified teacher status | ✓ | |
| Evidence of professional development in preparation for school leadership, gained within the last two years | ✓ | |
| Hold, or be working towards, NPQH or equivalent qualification | | ✓ |
| Evidence of further professional development | | ✓ |
| Knowledge and Experience | | |
| A well-grounded and inspirational individual with recent experience of senior leadership in a primary school setting | ✓ | |
| Evidence of driving up standards of teaching and learning to ensure excellent outcomes for pupils, including reducing the gap for disadvantaged pupil groups | ✓ | |
| Evidence of developing, and successfully implementing, whole school strategies to raise standards | ✓ | |
| Experience of tackling underperformance, with an appropriate outcome | ✓ | |
| Evidence of a sound knowledge and understanding of the whole primary phase | ✓ | |
| Outstanding classroom practitioner with the ability to inspire others | ✓ | |
| Knowledge and understanding of the wider educational agenda and how that impacts on school life | ✓ | |
| In depth knowledge of the statutory requirements pertaining to schools | ✓ | |
| Extensive knowledge of safeguarding procedures and experience of dealing with them | ✓ | |
| Proactive in generating fundraising opportunities | | ✓ |
| Experience of working with digital communications technologies | ✓ | |
| Experience of teaching in more than one Key Stage | | ✓ |
| Successful teaching experience in different schools | | ✓ |
| Experience of achieving successful outcomes in Ofsted inspections | | ✓ |
| Leadership and Management | | |

Encourage one another and build each other up
1Thessalonians 5:11



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|--|---|---|
| A leader with presence and visibility, who inspires, motivates and empowers others, restless to continue improving the quality and robustness of the teaching team and the outcomes for children | ✓ | |
| Proven track record of leading others, appointing staff, conducting appraisals and managing performance | | ✓ |
| Evidence of successfully developing teams of professionals, delegating effectively and managing change | ✓ | |
| Has a thorough grasp of whole school data and how to use it to drive further improvements | | ✓ |
| Is articulate and approachable with excellent communication skills, both verbally and in writing | ✓ | |
| A strategic thinker with the ability to analyse, prioritise, operationalise and meet deadlines | ✓ | |
| Highly organised, with the ability to anticipate and manage in a complex and changing environment | ✓ | |
| Evidence of working with the Governing Body and staff to manage the preparation, implementation and monitoring of the School Plan and self-evaluation process | | ✓ |
| Experience of working in partnership with parents, other schools and Local Authority, and commitment to the collaborative ethos of local partnerships | ✓ | |
| The ability to implement and evaluate appropriate evidence based improvement plans and policies | | ✓ |
| The desire to work as part of a team with excellent communication skills and the ability to 'toe the company line' and implement agreed policies and protocols | ✓ | |
| The ability to develop others through inspirational leadership, managing teamwork, issues, conflict and influence change by pursuing collective goals | ✓ | |
| Teaching and Learning | | |
| Understanding of the national changes within education, including curriculum, assessment and Inspection frameworks | ✓ | |
| Experience of organising and implementing the curriculum, establishing creative and effective approaches to teaching and learning | ✓ | |
| Experience of securing high standards of behaviour and attendance, ensuring an ethos of challenge and support | ✓ | |
| The ability to ensure an inclusive environment, taking account of the richness and diversity of the school community, promoting positive strategies for challenging prejudice | ✓ | |
| The ability to lead SEND provision and support staff in ensuring all childrens' needs are provided for | ✓ | |
| Hold a SENCo qualification | | ✓ |

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| Safeguarding | | |
|---|---|--|
| Have good knowledge of Child Protection and Health and Safety Legislation and understand the role of Designated Safeguarding Leader | ✓ | |
| The ability to promote and safeguard the welfare of all the children within the care of our school | ✓ | |
| The ability to maintain and develop a 'culture of vigilance' with regard to safeguarding and child protection | ✓ | |
| The ability to ensure Safer Recruitment Practice | ✓ | |
| Personal Qualities and Attributes | | |
| A reflective person, living by a clear set of values in sympathy to our Christian ethos and embracing our school and trust ethos | ✓ | |
| A person with a passion for children's learning and development, and a genuine | ✓ | |
| A respect of 'childhood' with a commitment to securing the best outcomes for children | ✓ | |
| A caring, people person who is approachable, empathic and who demonstrates commitment to the well-being of staff, as well as pupils | ✓ | |
| A team player with a desire to encourage all and build one another up | ✓ | |
| Demonstrates experience in building a total school community, actively including staff, pupils, parents and governors | ✓ | |
| A person who is collegiate in approach, who works well with others in local networks and communities | ✓ | |

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