|  |  |  |  |
| --- | --- | --- | --- |
|  | Essential | Desirable |  |
| Qualifications | DfES recognised qualified teacher status |  | A |
| . | Evidence of recent relevant continuing Professional Development | A/I |
| For a first Headship, NPQH, or a place on the NPQH programme. |  | A |
| A relevant graduate qualification |  | A |
|  | A relevant post graduate qualification is desirable. | A |
| Experience and Skills | Significant recent experience as a Headteacher or Deputy Headteacher. |  | A |
| Proven track record of successful SEN teaching |  | A/I/R |
| A proven track record of providing inspiration and strong leadership to staff, governors and students. |  | A/I |
| Successful in raising achievement and inspiring progress through improving teaching and learning. |  | A/I/R |
| Experience of strategic planning and rigorous school self-evaluation, alongside the use of external evaluations to develop the school |  | A/I/R |
|  | Experience of collaborative working with external partners, including further education, and the local community | A/I |
| Financial competency and awareness |  | A/I |
| Knowledge and Understanding | Safeguarding of children and child protection |  | A/I |
| School budget management and financial strategies |  | A/I |
| What makes a school outstanding |  | A/I |
| The principles of effective teaching and assessment for learning and promoting excellence in these areas |  | A/I |
| Developments in education research, policy and practice |  | A/I |
|  | The roles and responsibilities of a Governing Body and the requirements for accountability | A/I |
|  | Legal issues relating to school management | A/I |
| Understanding and experience of strategies for fostering school improvement | Effective interventions that can address performance of both students and staff |  | A/I |
| Extensive knowledge of national policy framework and current educational legislation and initiatives, including the Ofsted framework |  | A/I |
| Perceptive understanding of data and curriculum issues and the ability to use a range of comparative data and performance indicators to establish benchmarks and set targets for improvements |  | A/I |
|  | New technologies as tools to aid teaching, learning and management | A/I |
| Specific professional qualities | An inspirational leader, creating opportunities for distributed leadership with an open and collaborative style, using a high support high challenge approach |  | A/I |
| A genuine enthusiasm for, and commitment to comprehensive education, the development of young people and concern for the development of colleagues and members of the wider school community |  | A/I/R |
| The ability to understand and appreciate the school’s current strengths and areas for improvement and the ways in which these can be developed and ability to lead appropriate change |  | A/I/R |
| A commitment to equal opportunities and diversity, ensuring inclusion and the best for all our students |  | A/I/R |
| Ability to work co-operatively and collaboratively with Governors to review and monitor the vision and targets the school has set itself |  | A/I/R |
| Strong on discipline; firm but fair and always celebrating and sharing success and effort |  | A/I/R |
| A commitment to own personal and professional development and that of all staff |  | A/I/R |
| Personal Qualities | Ability to create and translate a shared vision into practice |  | A/I |
| Personal impact and presence combined with care, support and ambition for others |  | A/I/R |
| Ability to change and adopt new ideas |  | A/I/R |
| An ability to empathise with and listen to others |  | A/I/R |
| Excellent communication and diplomatic skills |  | A/I/R |