POST TITLE: Head Teacher

Person Specification

Whether you're a 3 year old in nursery learning to explore the world around you, an 18 year old preparing to go to university, a new teacher understanding the demands of the job, a Head Teacher leading the learning in your academy, a member of the regional team ensuring efficient and effective operations or a trustee scrutinising and challenging the CEO, we want every single person within E-ACT to be driven by three core values:

- We want everyone to ***think big*** for yourselves and for the world around you;
- We want everyone to ***do the right thing*** in everything you do, even when this means doing something that's hard, not popular or takes a lot of time;
- We want everyone to show strong ***team spirit***, always supporting and driving your team forward

We really believe that if we all do the right thing, support our teams and we all think big, believe big, act big, then the results will be big too!

This means that if you want to be part of E-ACT, you need to be able to embrace and embody these values in all that you do.

VALUES

Thinking Big	• Show energy, enthusiasm and passion for what you do • Demand the highest quality in all that you do, and in the work of your team • Willing to champion new ideas and think beyond the status quo • Show an ability to think creatively and 'outside of the box' in your area of expertise, continually seeking improvements in what you do to make the organisation better • Be open to new ideas and change where it will have a positive impact on the organisation • Show a willingness to embrace different ideas and ways of thinking to improve E-ACT • Ability to 'look outside' – to continually learn about innovations in your field, new ways of doing things, and bring that learning into your work • Commitment to self-development, and developing your wider Team • Ability to self-reflect on yourself, your performance, and to think about how this could be improved further • Ability to encourage ideas from others in order to improve the organisation and build your team's confidence
Doing the Right Thing	• Have integrity and honesty in all that you do • Make decisions that are based on doing the right thing, even when this means that they're unpopular or will lead to more work • Take responsibility and ownership for your area of work • Have difficult conversations or deliver difficult messages if that's what's required to do the right thing by our pupils • Be transparent and open • Be resilient and trustworthy • Stand firm and stay true to our mission
Showing Team Spirit	• Understand how you can have a greater impact as a team than you can as an individual • Understand how you are part of your immediate team but also a much wider organisational team, in working towards our mission • Recognise that everyone is important within E-ACT, and show an ability to build strong working relationships at every level • Recognise and celebrate the success and achievements, no matter how small, of your colleagues • Be generous with sharing your knowledge to help to develop others • Understand and be willing to receive suggestions and input on your area of work from others • Support your colleagues, even when this means staying a little later, or re-prioritising some of your work • Be aware of other peoples' needs and show an ability to offer genuine support • Show an awareness and respect for peoples' differences, and recognise how different characteristics and personal strengths build dynamic and great teams

KNOWLEDGE, EXPERIENCE & SKILLS

Requirement **Assessed at**

E – Essential **A –** Application Stage

D – Desirable **I –** Interview Stage

P – During the probationary period

		E	D	A	I	P
Knowledge	Qualified Teaching Status (QTS)	X		X		
	Graduate	X		X		
	Substantial continued professional development in leadership and relevant professional area		X	X	X	
	Evidence of continuous professional development		X	X	X	
	NPQH/NPQSL		X	X		
Experience	A track record of success in leading a comparable organisation and achieving high levels of outcomes	X		X	X	
	Effective senior leadership experience in a challenging environment	X		X	X	
	A proven track record of leading effective improvement strategies to raise standards for students of all abilities	X		X	X	X
	Use of innovative approaches to the development of teaching and learning	X		X	X	X
	Experience of Ofsted processes		X	X	X	X
	Successful management of school self-evaluation, improvement planning and target setting	X		X	X	X
	Effective leadership of staff performance management and professional development	X		X	X	X
	Leadership in pastoral/student development within a robust safeguarding culture	X		X	X	
	Successful partnership with other schools, relevant service agencies and stakeholders		X	X	X	
Skills	An ability to design and implement an inclusive, relevant curriculum with knowledge of latest curriculum developments	X		X	X	X
	In-depth knowledge of best practice in teaching and learning to support student achievement	X		X	X	
	An ability to analyse and interpret student data to inform planning and to set challenging performance targets	X		X	X	X
	An ability to lead, motivate, develop and inspire staff	X			X	X
	Expertise in timetabling design		X	X	X	