Information for Applicants

H3 Federation

Appointment of Headteacher

Haverstock School

including executive responsibility for Harmood School

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Dear Candidate

Thank you for your interest in the Headteacher post at Haverstock School. On behalf of the governors, I am delighted to welcome you, and I hope this letter, together with the Applicant Information provided, gives you a sense of who we are and whom we are looking to appoint.

Haverstock is a Camden secondary school with a very popular sixth form, a long history in the area, outstanding purpose-built facilities and immense pride in its local community. Since 2023 we have been a founding partner of the H3 Federation, alongside Harmood and Heath schools, sharing one governing body and a commitment to high-quality, inclusive education for every young person in our care. Our new Headteacher will also take executive responsibility for Harmood School.

This is a brilliant opportunity for the right candidate. Haverstock is in a strong position. Under the continued expert leadership of our interim Executive Headteacher, and the Heads of School who have worked alongside him, the school has a clear sense of its identity, its strengths and its vision. With stable finances and rising Year 7 intakes, the foundations for its next chapter are firmly in place. From September 2027, our new Headteacher will build on that stability, shaping its next phase with confidence and vision. Governors are highly ambitious for what comes next, and we are looking for a leader who will bring:

A deep commitment to inclusion. Someone who believes every pupil belongs and can succeed, whatever their needs or background, and who will value the strength that comes from working within a federation with specialist provision.

Belief in the community school. Someone who sees families, local partners and the wider Camden family of schools as central to what we do, and who will put Haverstock at the heart of its community.

A passion for high-quality teaching and learning. Someone with high expectations for every pupil, who knows what good looks like and how to help it grow.

The ability to lead and inspire staff. Someone who motivates, develops and retains talented people, builds trust across the school and is visible to pupils, staff and families.

You would join a committed staff team and a governing body that will support and challenge you in equal measure.

I warmly encourage you to visit us. If you would like to arrange a conversation or a tour, please write to us at headteacherrecruitment@H3Federation.org.uk. The closing date for applications is Tuesday 5 January 2027, and interviews on will be held on Thursday 28 and Friday 29 January 2027. Please see the information in this pack for details about school visits, and how to apply.

We look forward to meeting you.

Yours sincerely,



Rachel Hermer
Chair of Governors, H3 Federation

Candidate Information

What is this role?

This post is an exceptional opportunity for an existing or aspiring headteacher, who has the skills and experience to lead a vibrant school which is full of history, character and potential, and who has a compelling vision to take the school into the next decade with ambition and creativity. The role will suit an accomplished and adaptive leader, who is able simultaneously to lead and inspire Haverstock School, while also developing their wider leadership skills through the executive leadership of Harmood School, and a wider role in the federation and in Camden's rapidly evolving education landscape. Our location at the very heart of one of London's most diverse inner-city boroughs provides the new Headteacher with a genuinely unique chance to change people's lives, and to create something great.

First and foremost, this is the Headship of a mixed mainstream 11-18 community comprehensive school in the London Borough of Camden. Haverstock serves an area with high levels of disadvantage. The ward which is home to most of our children is in IDACI Decile 1, meaning it is among the 10% most deprived areas nationally for child income deprivation. 74% of children are eligible for FSM. Students and their families are ambitious for their futures, and eager to take opportunities they are offered. Our staff also have high aspirations for the school and for the children and families they are so proud to serve.

The post will hold additional interest for candidates with a passion and vision around SEND education and inclusion. Haverstock serves 80 children with EHCPs, some of whom attend our Additionally Resourced Provision ('ARP') for autistic children. The offer in our popular sixth form includes pathways at Level 1. The school is also in the early stages of setting up an internal SEMH provision, the Haverstock Learning Pathway ('HLP'), to support some of the school's most vulnerable learners to access mainstream education.

This post also entails executive leadership of Harmood (SEMH Special) School, which is a 10-minute walk away. Harmood is a small, specialist school, with 37 children on roll, each of whom has an EHCP where SEMH is the principal area of need. The postholder will take executive responsibility for the quality of provision and strategic direction of Harmood, and will line manage the Head of School, who took up post in September 2025.

What is H3 Federation?

H3 Federation has existed since April 2023 when Haverstock School and the two schools within the former Camden Centre for Learning (CCfL) came together as a hard federation. CCfL had comprised a Pupil Referral Unit, now known as Heath School, and a specialist SEMH school, Harmood School.

The motivations for federating were various: in part seeking the financial gain of sharing back-office functions, in part wanting to provide a greater range of curriculum options for students (particularly Harmood and Heath students where there is no post-16 provision), and in part seeking to share and develop the expertise of staff and provide wider professional development opportunity. The Camden context was also one in which Camden Learning was encouraging schools to consider the system benefits of federation.

Since federation, H3 has realised a number of those benefits, particularly in terms of staff development and movement between schools, the sharing of expertise, with all three schools benefiting from exposure to the other two. Over time, the former CCfL schools have developed into two very distinct provisions: an intervention based PRU at Heath and a highly specialist SEMH school at Harmood, with both settings now sharing their expertise beyond the Federation and supporting other Camden schools with their inclusion strategies.

This post comprises the Headship of the biggest of the three schools, combined with executive leadership of the smallest, and joint responsibility for the business unit (HR, finance, admin, site). The Federation has recently set up its own charitable trust to raise additional funds.

Could you say more about Haverstock School?

Haverstock is situated at Chalk Farm, Camden, just north of Camden Town. There are 842 on roll, 264 of whom are in the sixth form. The PAN is 135. Current student numbers (Nov 2026) are 131 in Y11, 128 in Y10, 96 in Y9, 108 in Y8 and 113 in Y7.

The ARP has 4 places each year, and is in its fourth year of development. From September 2027, it will have its first Year 11 cohort. Governors' vision for the school places heavy emphasis on first rate inclusive practice, aligning strongly with the recent DfE white paper and the new Ofsted framework.

The student body is full of potential. Post 16 results have, in particular, been strong in recent years, though academic outcomes in 2026 were below expectations (KS4 A8 39.07; L3 VA -0.34). The new Headteacher will need to assess the quality of provision, which is currently well organised and consistent, and devise a strategy to ensure greater impact on student outcomes. Attendance is too low, currently running (YTD) at 90%, which still represents a significant improvement from last year. A copy of the IDSR will be available to all shortlisted candidates.

Our older cohorts, including the current Y11, have been heavily influenced by large numbers of mid-phase admissions, including the 2021-2025 Afghan resettlement scheme, in which Haverstock School was proud to play a leading role. A significant proportion of students speaks English as an additional language.

The school has a history of working closely with partner businesses and organisations. The Haverstock Careers Network is developed, and work placements for T levels are effective. The opportunity for a new Headteacher to pick up and develop this work to broaden the range of support for the school is enormous.

And the sixth form?

Our Sixth form is a thriving, unusually inclusive provision. Offering a place to all students on either Level 1, Level 2 or Level 3 courses, Haverstock utilises the advantages of operating within a mainstream school setting, while having a broad vocational and technical offering. From those studying Level 1 Construction, to T-Level Business, and those applying to Oxford and Cambridge University, students are supported by subject specialists to reach their potential. The Career Network, which supports students in all Key Stages, provides a plethora of genuinely memorable and impactful career opportunities.

Governors are looking for a Headteacher who will continue to nurture the sixth form, which holds around one third of the entire Haverstock student population, while strategically supporting it to maintain high standards across the complex and changing post-16 educational landscape. The Headteacher will also build on the existing strengths of Haverstock's careers provision and network, recognising the importance of these opportunities in raising student aspirations.

What about Harmood?

Harmood is a specialist secondary provision dedicated to meeting the needs of young people with complex SEND, Social, Emotional, and Mental Health needs, neurodiversity, and early trauma. Moving away from punitive, consequence-led models, our specialist approach is rooted in trauma-informed nurture practice, emotion coaching, and a values-driven relational framework built around Resilience, Ambition, Integrity, Compassion, and Community.

We teach an ambitious, skills-based curriculum offering clear accreditation pathways from Entry Level to BTECs through to GCSEs. We pair this with intensive pastoral and multi-agency care on-site, including our CAMHS professional, music and art therapy, and a dedicated Nurture Hub.

Through bespoke, adaptive teaching and individualised targeted interventions, we actively break down barriers to learning and Emotionally Based School Avoidance (EBSA) for young people who have often joined us following crisis or breakdown in mainstream settings.

Working holistically alongside families, carers, and multi-agency partners, Harmood provides a safe and deeply inclusive environment that equips our students with the emotional self-regulation, qualifications, and confidence to thrive in post-16 education, employment, and their wider communities.

Governors are looking for an emotionally intelligent, strategic executive leader for Harmood, to help staff refine their specialist skills, and to broker Harmood's place and define its offer within the H3 suite of provisions and the wider Camden secondary context.

Why has the post of Headteacher come up now?

A brief history: In 2023, the Headteacher of Haverstock School became H3 Federation's first Executive Headteacher. When he left in 2024, the Executive Headteacher post was filled on a part-time, interim basis, by an experienced Camden secondary leader, who agreed to serve from September 2024 to August 2027.

The Head of School at Haverstock (since 2023) achieved a strong Ofsted in December 2024, and is now moving on after a very successful tenure. With both the Executive Headteacher and Haverstock Head of School roles vacant from September 2027, Governors are taking the opportunity to reshape the Federation's leadership structure.

The new Haverstock Headteacher will assume elements of the executive functions carried out by the former Executive Headteachers, including strategic oversight of Harmood School and joint leadership of the business unit. There will be a new Headteacher post at Heath School. Our new model will enable the Federation to work efficiently, and allow our new Headteachers freedom and autonomy to run their own schools.

Haverstock's Site, and its Public Finance Initiative (PFI) arrangements

Haverstock's site combines a rich heritage with a forward-looking vision. Originally opened in 1874 as Haverstock Hill School, the site began as a Victorian school building serving the local community and has remained an important part of Camden's educational provision for more than 150 years. While we have evolved significantly over time, we continue to reflect the character, ambition and diversity of the community we serve at the heart of one of London's most vibrant boroughs.

A major transformation came in 2005 through the Private Finance Initiative (PFI) redevelopment, which delivered a modern campus and a range of exceptional facilities. These include an outstanding 5G all-weather sports pitch, an impressive climbing wall, a well-equipped drama studio and performance space with newly refurbished bleacher seating, alongside a variety of specialist teaching and learning environments.

With the PFI contract due to conclude in 2030, the school is entering an exciting new chapter. The transition will create significant opportunities to shape the future development of the estate, further enhance facilities and expand community use and lettings, strengthening the school's role as a valued community hub in the heart of Camden.

The current arrangement is that the site is managed by Mitie FM on behalf of the building's owners, Kajima. The new Headteacher will have 3 years under this arrangement to prepare for the handover, and the greater responsibilities and opportunities that this will provide.

And Harmood?

Harmood School also combines a rich educational heritage with modern specialist provision. Originally opened in 1896 as Harmood Street School, the distinctive red-brick Victorian building has served the local community for well over a century, later becoming known as Chalcot School before evolving into a specialist setting supporting young people with social, emotional and mental health needs.

In 2009, the site underwent a significant £7 million redevelopment, transforming the ageing Victorian facilities into a modern learning environment designed to meet the needs of some of Camden's most vulnerable learners. Today, the school benefits from high-quality teaching spaces while retaining strong links to its historic roots and its prominent position within the Harmood Street Conservation Area. Looking ahead, recent feasibility studies have identified further opportunities to expand vocational and specialist facilities, ensuring the site continues to evolve and support innovative, inclusive education at the heart of the local community.

Camden Learning

The H3 schools are each founder members of Camden Learning, a schools-led partnership between Camden schools and Camden Council. All Camden schools are involved, co-constructing a model based on the principle that collective effort achieves more. In this way, each school plays its part in driving improvement, guided by values of excellence and social equity.

Governors are looking for a Headteacher who will play a leading role in Camden Learning, reaching out and collaborating with other schools, and taking collective responsibility for outcomes for local children. In turn, schools are supported by a service level agreement with Camden Learning, which entitles them to a rich network of advisors, a comprehensive range of peer meetings, training and resources, and a Camden Professional Partner who acts as an expert advisor with close knowledge of the school, and a critical friend.

How does H3 governance work?

Governance of the Federation is strong, with a number of highly experienced governors, a broad skills base and a commitment to continuous improvement. We are in our second year of a new governance structure designed to offer informed support and challenge to each of our schools as well as Federation wide.

The Governing Board and a separate Finance and Resources Committee meet termly to review Federation wide strategic issues, receive headline reports on the individual schools and finance, and approve policies. School level monitoring, support and challenge takes place through School Committees (SCs). Each governor is assigned to a different SC and gets to know that school well.

Haverstock SCs take place 5 times a year. Governors review progress against school development priorities, take detailed reports such as safeguarding, SEND, curriculum and outcomes, and provide link governor functions, visits and approve school-based policies. Harmood SC meets 4 times a year.

The H3 Chair of Governors chairs Haverstock SC, the H3 Vice-Chair of Governors chairs Harmood. Heads of Schools (and to be appointed HTs) are the Lead Officers for their relevant school committee. They work closely with the Chairs of SC to agree agendas and meet/speak fortnightly so that SC Chairs remain informed of school developments.

Currently the H3 Executive Headteacher is the Lead Officer for the FGB and, meeting fortnightly, works closely with the Chair and vice Chair of Governors, reporting on key operational issues. From September 2027, with executive function newly distributed across two senior leadership roles, we anticipate forming an H3 Strategic Committee. This committee will be responsible for strategic oversight of the federation, and will be attended by Headteachers, the H3 Director of Operations, Chair and V-C of Governors and the chairs of governor committees.

Governors' vision

Haverstock and Harmood Schools are ready to fly. Our ambition is that the children experience the richest curriculum possible, including a high-quality academic foundation, extensive participation in sport and the arts, and the broadest range of pathways. These will enable the full range of students in our fully comprehensive setting to make progress and move on to exciting and challenging future destinations.

Re-establishing our schools at the very heart of the communities they serve is at the centre of this role. The new Headteacher will be a figurehead in the local community. Over time, we anticipate that the schools will play a vital role beyond the school day, providing whatever additional support is necessary to remove barriers to progress and ensure that all will fulfil their potential.

In the run-up to this process, stakeholders expressed the desire to put the 'heart' into Haverstock. Our vision of a multi-facility inclusive provision will require careful design and implementation, so that high standards of behaviour and outcomes are secured together with a warm, caring and inclusive ethos. We want children to enjoy each day, and benefit from engaging lessons, fun sport and activities, regular trips, extensive opportunities to read, and chances to experience the riches of cultural life that London has to offer. CEIAG and PSHE will be central to any new vision for the school.

Please do come and visit if you would like to find out more.

How to Apply

We sincerely hope that you will be interested in this post.

You are encouraged to visit to get a sense of the buildings and the lay of the land. We will host site visits to the schools on the following dates:

- 9:00am to 10:30am Monday 30 November
- 9:00am to 10:30am Friday 4 December
- 4:00pm to 5:30pm Wednesday 9 December
- 4:00pm to 5:30pm Monday 14 December

To book a slot on one of these dates please email us on headteacherrecruitment@H3Federation.org.uk.

If you cannot visit at these times, but would still like to visit, let us know and we will do what we can to accommodate you.

If you have questions that are not answered by this information sheet, which you would like to explore, then please contact us on the same email address, and we will do what we can to get back to you.

Your application:

1. Complete the **application form in full**, except the candidate statement which should be provided separately (see below).
2. Produce a **summary**, not exceeding one side of A4, **which showcases your professional experience, achievements and impact**. Do not worry if there is some overlap with elements of the application form. This document is your chance to set out chronologically your career highlights. Feel free to use bullet points/ short hand.
3. Provide a **candidate statement** not exceeding 2 sides of A4 which explains **why you are applying**, and **what makes you a strong candidate for this role.**
4. The **deadline** for applications is **9am** on **Tuesday 5 January 2027**.

Send your application to us at headteacherrecruitment@H3Federation.org.uk.

We will email you individually to acknowledge your application and confirm that it has been received within 2 working days. If you do not receive a confirmation email from us following an application, please let us know.

Longlisted candidates will receive a preliminary introductory phone call prior to shortlisting.

Shortlisted candidates will be informed between **15** and **17 January**.

Interviews will take place on **Thursday 28** and **Friday 29 January 2027**.

Job Description

Post Title:	**Headteacher** *The postholder will be Headteacher of Haverstock School* *HTs in H3F hold executive responsibilities. This post includes executive responsibility for Harmood School (Special)*	**Grade:**	**Range: L30-39** *From £123,004 (Sept 2027)* *Inner London Pay Spine* *School group 6/7*
Job Details:	**Full time, permanent**	**Date:**	**September 2027**
Responsible to: Chair of Governors, H3 Federation Governing Board			

Introduction

The Headteacher will lead Haverstock School, H3 Federation. Within the Federation, Headteachers are required to take on additional executive responsibilities for elements of the Federation's provision. This postholder will provide executive support to Harmood (SEMH Special) School, providing line management to the Head of School. The postholder will also play a key role in the leadership of the Federation's business unit.

In addition to the duties covered by the School Teacher's Pay and Conditions Document, the Headteacher is responsible for strategic leadership and development, the quality of provision across the provisions, safeguarding, financial management, formulating policy and ensuring compliance. They will operate within the framework provided by the Headteacher Standards.

The following are generic responsibilities of the post:

1. Basic principles

- Establish and sustain the school's ethos and strategic direction together with the governing board and through consultation with the school community.
- Establish and oversee systems, processes and policies so the school can operate effectively.
- Identify problems and barriers to school effectiveness, and develop strategies for school improvement that are realistic, timely and suited to the school's context.
- Make sure these school improvement strategies are effectively implemented.
- Monitor progress towards achieving the school's aims and objectives.
- Allocate financial resources appropriately, efficiently and effectively, and ensure accountability through regular monitoring, evaluation and review.
- Act as a behavioural role model to staff and students, upholding public trust in school leadership, and maintaining high standards of ethics, behaviour and professional conduct.
- Ensure the health and safety of students, staff and visitors.
- Support the continuing professional development of all staff.
- Serve in the best interests of the school's students.
- Ensure excellent student behaviour.
- Provide accurate self-evaluation of school performance.
- Provide support and challenge to all staff.
- Agree challenging targets for achievement ensuring that these are reviewed systematically and regularly through improvement plans.
- Build positive and respectful relationships across the school community, ensuring that H3 Federation policy and practice reflects a commitment to equal opportunities and inclusion.
- Ensure procedures for safeguarding children are in place and followed by all staff.
- Take responsibility for their own personal and professional development, and show aptitude to develop further within and beyond this role.
- Play a leading role in Camden Learning, and in Camden's network of schools.

2. School Culture and Behaviour

- Create a culture where students experience a positive and enriching school life.
- Uphold ambitious educational standards in order to prepare students from all backgrounds for their next phase of education and life.
- Ensure a culture of staff professionalism.
- Encourage high standards of behaviour from students, built on rules and routines that are understood by staff and students, and clearly demonstrated by all adults in the school.
- Use consistent and fair approaches to managing behaviour, in line with the school's behaviour policy, and support the management of student behaviour and safety at all times.
- Ensure arrangements for safeguarding meet statutory requirements.
- Ensure staff have access to appropriate, high standard professional development opportunities, which draw on experts both within, and beyond, the school.
- Keep up to date with developments in education.
- Ensure training and continuing professional development is effectively planned, delivered and evaluated, and meets the needs of all staff members.

3. Teaching, Curriculum and Assessment

- Establish and sustain high-quality teaching across all subjects and phases, based on evidence.
- Ensure the teaching of a broad structured and coherent curriculum.
- Promote a culture and practices that enable all students to access the curriculum.
- Effectively use formative assessment to inform strategy and decisions.
- Have ambitious expectations for all students with SEN and disabilities, including those in the ARP.
- Make sure the school works effectively with parents, carers and professionals to identify additional needs and provide support and adaptation where necessary.
- Make sure the school fulfils statutory duties regarding the SEND Code of Practice.
- Ensure teaching is underpinned by subject expertise.
- Establish curriculum leadership, including subject leaders with relevant expertise and access to professional networks and communities.
- Use valid, reliable and proportionate approaches to assessing students' knowledge and understanding of the curriculum.
- To act as a lead professional in the classroom and online promoting the highest standards of learning, including through leadership and development of the school's Teaching and Learning framework, and harnessing the power of AI.

4. Leadership and Management, Governance and Working in Partnership

- Understand and welcome the role of effective governance, including accepting responsibility.
- Support members of the Governing Board in leading the Federation, including ensuring that they have an accurate understanding of the impact of your work within the school.
- As Lead Officer, report to H3 Federation Full Governing Board, and the Haverstock School Committee; play an executive role on Harmood School Committee.
- Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties.
- Provide strategic leadership and line management for Senior Leaders.
- Work with the broader community to promote the school, and work successfully with other schools and organisations.
- Lead the recruitment, retention and deployment of staff.
- Build and maintain a culture of high expectations and achievement, a place where "All Students Can Learn and Grow".
- Ensure staff and students' safety and welfare through effective approaches to safeguarding, as part of your duty of care.
- Manage staff well with due attention to workload.
- Maintain working relationships with fellow professionals and colleagues to improve educational outcomes for all students.
- Ensure rigorous approaches to identifying, managing and mitigating risk.
- Promote the school's ethos and values, maintaining a commitment to inclusive and trauma informed practice.
- Take a key strategic role with Camden LA, and fully support the work of Camden Learning.
- Ensure that staff understand their professional responsibilities and are held to account.
- Manage the school's budgets and produce financial management plans as appropriate.

The substantive post is Headteacher of Haverstock School.

The role of Headteacher within H3 Federation entails additional executive duties, as defined by the Governing Board. These duties may include executive leadership of another school, including line management of the Head of School. These duties will include joint responsibility for the Federation's business unit.

The Federation reserves the right to require postholders to redeploy within the Federation within the expectations of the role, and according to service needs.

Specific Additional Duties of this post will include:

1. Post-16 provision

- To oversee the development of a broad and rich curriculum offer for post-16 students, enabling them to make progress from their starting points, and to progress to further studies or employment aged 18.
- To develop a wide range of technical, vocational and academic pathways at levels 1, 2 and 3 to meet the needs of all.
- To engage with Camden's sixth form offer more widely, and place Haverstock School at the centre of work to raise standards and opportunities for young people.
- To ensure a rich extra-curricular suite of opportunities for post-16 students.

2. Special Educational Needs and Inclusion

- To design a suite of provisions within Haverstock School, and in association with Harmood School, to meet the needs of different groups of students with SEN or disabilities across the Federation.
- To ensure thorough assessment of children with additional needs, so that their needs are met in a provision best suited to enabling them to reach their potential.
- To ensure that all students aged 11-18 gain access to a rich curriculum, and that the curriculum within each element of the school's provision is suitable to meet needs.
- To provide strategic oversight for the Additionally Resourced Provision for autistic students, the 'Haverstock Learning Pathway', an internal facility designed to support children with additional needs to access school, and the Level 1 and 2 provision in the sixth form.
- To establish Haverstock School, and H3 Federation, as local, and then national, leaders of inclusive education.
- To develop strategies for intervention to close gaps between the achievement and standards of different students or groups of students, including developing strategies for maximising the impact of the Pupil Premium and other funding streams.

3. Harmood School

- To provide executive leadership and strategic oversight for Harmood (SEMH Special) School.
- To provide executive leadership for Harmood School's finances and HR.
- To line manage the Head of School.
- To negotiate a service level agreement between H3 and Camden SEND for Harmood's provision and its place within Camden's Local Offer.
- To oversee the strategic development of the Harmood school site.

4. H3 Federation

- To provide executive leadership and strategic oversight for the H3 Federation Business Unit, individually, or together with another co-Executive leader within the Federation.
- To line manage the Director of Operations.
- To act as a Trustee of the H3 Federation Charitable Trust.
- To work across the Federation to support the Federation to meet its goals.
- To report, either individually, or together with another co-Executive leader within the Federation, to the H3 Federation Governing Board.

5. Haverstock School Site

- To provide support to the H3 Federation Director of Operations as Haverstock School manages the transition from its current PFI arrangements to managing its own site from September 2030.
- To supervise staff in managing the process of transition.
- To ready the school to lead on its own site, catering, lettings and operations from September 2030.

In addition to the above, specific responsibilities the post holder will carry out any other reasonable duties relevant to the role as directed by the Governing Board.

This Job Description may be reviewed at the end of the academic year or earlier if necessary. In addition, it may be amended at any time after consultation with you.

EQUAL OPPORTUNITIES STATEMENT

Adhere to the Council's Equal Opportunities policies and ensure anti-discriminatory practice within the service area.

COMMENSURATE STATEMENT

Undertake any other reasonable duties commensurate with the grade as determined by the manager.

CHILD PROTECTION

To have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by the school and the local authority.

Signed _____ **Date** _____

Postholder

Signed _____ **Date** _____

Chair of Governors

Person Specification

Education, Qualifications & Experience	1. Graduate with qualified teacher status. 2. Extensive range of senior leadership experience. 3. Recent appropriate Continuous Professional Development as senior leader, for example NPQH. 4. Involvement in school self-evaluation and development planning, leading to a record of impact in role. 5. Experience of closely monitoring and raising achievement. 6. Demonstrable experience of leading a team, successful line management and staff development. 7. Outstanding classroom practitioner.
Knowledge, Skills & Understanding	1. Knowledge and understanding of current and national issues in relation to student development, progress and raising attainment, including the National Curriculum, accountability measures, Ofsted frameworks and 2015 SEN Framework and Code of Practice. 2. Good knowledge of strategies for inclusion, including multi-agency work and working with families. 3. Understanding of school finances and financial management. 4. Effective communication and interpersonal skills. 5. Ability to communicate a vision and inspire others. 6. Ability to build effective working relationships. 7. Ability to analyse data, set targets, identify weaknesses, present findings and implement improvements. 8. Ability to communicate effectively, both orally and in writing with a range of audiences. 9. Ability to make sound and informed judgements on the quality of teaching & learning observed, giving quality feedback using a coaching model. 10. Proven administrative and organisational skills. 11. Experience in helping young people to overcome the personal, motivational, and academic challenges involved in school life.

Monitoring, Evaluation & Review and Accountability	1. Has the skills and aptitude to lead and manage senior and middle leaders and to be accountable for student outcomes. 2. Ability to monitor performance (student, curricular, faculty, pastoral). 3. Is able to evaluate and review progress and evaluate and implement change as necessary.
Other Professional Requirements	1. Commitment to uphold the 7 principles of public life (the Nolan principles) at all times. 2. Ability to work under pressure and prioritise effectively. 3. Commitment to confidentiality. 4. Commitment to safeguarding and equality, ensuring that personal beliefs are not expressed in ways that exploit the position. 5. Ability to work with parents, external agencies and the wider community. 6. Determination to promote a culture that celebrates success. 7. Ability to lead by example, setting high standards of punctuality, dress and conduct. 8. Clarity of thought and vision with proven ability to finish a task. 9. Positive, team-based approach to school improvement, with a 'can-do' attitude to improve outcomes at the school. 10. Desire and aptitude to develop professionally beyond this post.