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**NEWBRIDGE LEARNING COMMUNITY**

**PERSON SPECIFICATION/SELECTION CRITERIA FOR HEADTEACHER**

**The applicant will be required to safeguard and promote the welfare of children and young people.**

**Note:** Candidates failing to meet any of the essential criteria will automatically be excluded.

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| **SELECTION CRITERIA** | | | **SOURCE** |
|  |  | **E = essential**  **D = desirable** | **A = application**  **I = interview**  **R = reference** |
| **Qualifications** | Degree or other relevant qualification at this level. | E | A |
|  | Relevant further degree or equivalent. | D | A |
|  | Qualified Teacher Status | E | A |
| **Professional Development** |  |  |  |
|  | Evidence of regular, recent and appropriate professional development for the role of Headteacher in a SEND/SEMH school. | E | A/I/R |
|  | Evidence of recent leadership and management professional development. | E | A/I |
| **Experience** |  |  |  |
|  | Successful strategic leadership as a Headteacher, Deputy Headteacher or Assistant Headteacher. | E | A/I/R |
|  | Experience of working with young people with SEND/SEMH. | E | A/I/R |
|  | Demonstrate successful experience leading teams. | E | A/I |
|  | Experience of working with middle leaders on curriculum, line management and strands of accountability. | E | A/I |
|  | Experience of raising standards in terms of the outcomes of students. | E | A/I |
|  | Experience of monitoring and evaluating as they relate to the appraisal process. | E | A/I |
|  | Successful experience in leading and managing change, improvement and innovation in seeking high performance. | E | A/I |
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|  | Successful involvement in school performance through data analysis as an aid to holding people and departments to account. | E | A/I |
|  | Experience of working with external agencies. | E | A/I |
|  | Financial, budgetary and resource management experience. | E | A/I |
|  | Experience of implementing fit for purpose systems and processes. | E | A/I |
| **Knowledge, Skills and Abilities** |  | | |
|  | Knowledge and understanding of what constitutes high quality educational provision, the characteristics of a successful school and strategies for raising student achievement. | E | A/I |
|  | An understanding of how to seek and use data effectively to track and monitor progress along with being able to deploy a credible set of strategies for improvement. | E | A/I |
|  | Knowledge of proven, effective interventions for young people with SEMH/SEND. | E | A/I |
|  | Successful leader with a proven track record of achieving high outcomes for young people with SEMH and SEND. | E | A/I |
|  | Ability to articulate a compelling vision for teaching and learning which is evidenced by excellent and reflective practice. | E | A/I |
|  | Experience of working effectively with parents/carers, members of the local community and a range of stakeholders. | E | A/I/R |
|  | Experience of and a commitment to sustaining a safe, secure and healthy environment, and to promoting diversity and equal opportunities. | E | A/I |
|  | Knowledge and understanding of the National and local education climate. | E | A/I |

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| **Personal Aptitude and Qualities** |  | | |
|  | Reflective practitioner, able to respond to and shape the creative energies of the leadership team and others, whilst remaining resolutely committed to the need of ensuring a healthy work life balance and the emotional health and wellbeing of all within the school community. | E | A/I |
|  | Has the enthusiasm, initiative and commitment to ensure good practice is embedded throughout the school. | E | A/I/R |
|  | Has the ability to think and plan to promote the school’s vision, ethos and values and ensures consistently high levels of professional commitment and engagement. | E | I |
|  | Proven leadership skills with the ability to develop leadership throughout the organisation. | E | A/I/R |
|  | Is well organised, able to plan, prioritise and delegate effectively. | E | A/I/R |
|  | Is articulate and approachable with excellent communication skills both verbally and in writing. | E | A/I |
|  | Has strong interpersonal skills and self-awareness, adapting to situation and carefully managing professional relationships. | E | A/I/R |
|  | Has presence and visibility as a leader, demonstrating optimism and resilience with a well-developed sense of proportion to create and sustain a positive culture and ethos in the school. | E | A/I |
|  | Has the ability to tackle difficult situations and make difficult decisions, conveying outcomes clearly and with sensitivity. | E | I/R |
|  | Is able to relate to parents/carers, staff, governors, the Board and the local community. | E | I/R |
| **Confidential references and reports** |  |  |  |
|  | Positive recommendation from all referees, including current employer. | E | R |

**Application Form and Supporting Statement:**

The form must be fully completed and legible. The supporting statement should be clear, concise and related to the specific post.

In addition you should also attach a personal statement (with no more than 3 sides of A4 in Arial pt size 12 typeface) that addresses the following areas:

* One practical application you have been responsible for that has raised standards of progress among students.
* Specific skills that you can bring to the leadership and management of Newbridge Learning Community.
* Any other supporting information you wish to draw to our attention.