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| **Person Specification – 2024** | | |
| **Post Title:** | **Headteacher** | |
| **Criteria** |  | **Essential/**  **Desirable** |
| **Qualifications** | * NPQH or working towards this or equivalent. * Good Honours Degree or equivalent. * PGCE (or equivalent) – Qualified to teach in the UK. * Evidence of recent, relevant professional development. * Higher level degree or equivalent. | E  E  E  E  D |
| **Experience** | * Leading significant whole school change. * Track record of improving schools and Ofsted grading. * Leading and managing people individually and in teams to a high standard. * Empowering colleagues so they experience significant personal growth. * Experience of implementing robust self-evaluation, strategic thinking and improvement planning. * Bringing innovative ideas to teaching and learning. * Experience of managing and improving the curriculum resulting in demonstrable impact on learner outcomes. * Understanding and/or experience of managing finances and ensuring financial sustainability. * Experience of managing risk across a school or organisation. * Experience of operating an organisation from a Health and Safety perspective. * Breadth of experience in school leadership, e.g. one or more from the following: pastoral and academic leadership experience. * Successful track record of effective senior leadership in a secondary school. * Experience of working effectively with wider stakeholders in the local community. * Senior Leadership experience in contrasting schools. * Experience of school improvement beyond own school e.g. SLE, or other system leader. * Previous experience of working in a MAT and contributing to curriculum development and wider initiatives. * Experience of external evaluation e.g. OFSTED inspector. | E  E  E  E  E  E  E  E  E  E  E  E  E  D  D  D  D |
| **Skills and Abilities** | An ability to:   * Build cohesive and high performing teams. * Effectively prioritise and plan for self, others and the organisation. * Problem solve and think creatively when dealing with complex issues. * Strong self-awareness. * Adopt strategic and measurable approaches to the implantation of post-Ofsted actions. * Develop and communicate a complex vision in simple and easily-understood terms to a variety of audiences. * Instil positive engagement with a range of stakeholders. * Manage and empower others to maintain high standards of pupil discipline in order to ensure a positive climate for learning. * Hold others to account for high standards and address underperformance. * Lead academy-wide improvement initiatives that have a demonstrable impact on learner outcomes. * Exercise sound and proportionate judgements in dealing with staff, and to be able to handle difficult situations. * Ensure appropriate levels of accountability throughout the organisation and successfully hold colleagues to account. | E  E  E  E  E  E  E  E  E  E  E |
| **Knowledge** | * Have a thorough knowledge and understanding of safeguarding requirements. * A wide knowledge of current and proposed education policy and the legal framework within which academies and schools must operate. * A wide understanding of the links between education and community transformation. * Have high expectations which motivate and challenge pupils and staff. * Have a thorough knowledge and understanding of current curriculum developments and how students learn. * Have knowledge of MAT policy agendas and priorities in the sector. | E  E  E  E  E  D |
| **Personal Attributes** | * Passionately committed to safeguarding and the welfare and wellbeing of pupils and young people. * Work hard and remain fully committed, even when under pressure, always acting with consideration for yourself and others. * Committed to healthy inclusive relationships including strong interpersonal and diplomatic skills. * Emotionally resilient and therefore patient and persevering with challenging behaviours and attitudes. * Be hopeful, honest and always act with integrity, taking a rigorous approach to improving standards in order to ensure transformation of pupils’ lives and their wider communities. * Act with humility and as a team player by serving others both in the academy and the ELT family. * Able to demonstrate and communicate the ELT ethos in your behaviours and actions. * Be self-aware and reflective in all aspects of personal leadership. | E  E  E  E  E  E  E  E |