



## KEY STAGE LEADER PERSON SPECIFICATION

At Fairfields School we subscribe to the "Framework for Ethical Leadership in Education". We believe fervently that schools and colleges serve children and young people in order to help them grow into fulfilled and valued citizens. As role models for the young, how we behave as leaders is as important as what we do.

PROFESSIONAL EXPERTISE – QUALIFICATIONS AND PROFESSIONAL DEVELOPMENT	Where tested? A = Application I + Ac = Interview and/or Activities R = References	Essential/ Desirable
A degree or equivalent. Qualified teacher status.	A	E
Evidence of relevant professional development	A	E
Evidence of participation in a School Leadership Programme	A	D
Safeguarding trained	A	E
Additional specialist qualification in SEND	A	D
<b>PROFESSIONAL EXPERTISE - EXPERIENCE</b>		
Evidence of continually improving the teaching and learning in a whole school curriculum area or phase over a period of time	A	E
Establishing a safe and stimulating environment for pupils, rooted in mutual respect.	A I R	E
Substantial and successful classroom teaching experience across the primary age range (i.e. taught in at least two schools for 3 years or in one primary or special school for 5 years)	A	E
Experience of supporting learners with complex difficulties	A R	E
Evidence of implementing areas of the curriculum that inspire and invigorate learners	A I R	E
Evidence of successful implementation of strategies for high rates of pupil progress and participation in pupil progress meetings	A I+Ac R	E
Experience of working effectively as part of a multi-disciplinary team	A R	E
Experience of working effectively with parents	A I+Ac R	E
Experience of conducting performance management	A R	D
Involvement in school improvement work external to current school	A R	D
Experience of the EHCP process	A I R	D
Experience of leading an initiative in a constructive and sensitive way with whole school impact.	A I R	D
Good written and verbal communication skills in order to relate effectively to pupils, staff, governors and parents	A I	E
An ability to motivate and support the training and monitoring of staff.	A I R	D
Ability to prioritise, have excellent organisational skills and be able to work to a deadline.	A I R	E
<b>PROFESSIONAL EXPERTISE – KNOWLEDGE AND UNDERSTANDING</b>		
Exemplary classroom practitioner with a proven commitment to high expectations and raising standards for all.	A I R	E
Knowledge and understanding of a wide range of Special Educational Needs	A I+Ac R	E
Knowledge and understanding of child development and the Early Years Curriculum	A I+Ac R	E
Knowledge and understanding of effective teaching and learning strategies to support pupils with SEND	A I+Ac R	E
Knowledge of the characteristics of an effective school and the contribution that evidence from self evaluation can make to school development.	A I+Ac R	D
Knowledge of how to lead teams in order to initiate and manage change	A I+Ac R	E
Knowledge of the role of the governing body and provides informative reports	A I+Ac R	D
Knowledge of the SEND Code of Practice 2015 and other relevant legislation.	A	D

Experience of an Ofsted Inspection and its follow-up	A	I+Ac	R	D
An understanding of current research and national priorities in Teaching and Learning and/or SEND	A	I+Ac	R	D

<b>PROFESSIONAL LEADERSHIP QUALITIES</b> The successful applicant should exhibit these principles or virtues in their professional behaviour. They should actively promote and robustly support them and be willing to challenge poor professional behaviour or practice wherever it occurs.	Where tested? A = Application I +Ac = Interview and/or Activities R = References			
<b>Trust: <i>Successful leaders are trustworthy and reliable.</i></b> The successful candidate will hold trust on behalf of children and should be beyond reproach. The successful candidate will be honest about their motivations.	A	I+Ac	R	E
<b>Wisdom : <i>Successful leaders use experience, knowledge and insight</i></b> The successful candidate will demonstrate moderation and self-awareness, acting calmly and rationally, serving the school with propriety and good sense.	A	I+Ac	R	E
<b>Kindness : <i>Successful leaders demonstrate respect, generosity of spirit, understanding and good temper</i></b> The successful candidate will listen. The successful candidate will give difficult messages humanely where conflict is unavoidable.	A	I+Ac	R	E
<b>Justice: <i>Successful leaders are fair and work for the good of all children.</i></b> The successful candidate will seek to enable all young people to lead useful, happy and fulfilling lives	A	I+Ac	R	E
<b>Service: <i>Successful leaders are conscientious and dutiful.</i></b> The successful candidate will demonstrate humility and self-control, supporting the structures, conventions and policies which safeguard quality. The successful candidate's actions protect high quality education.	A	I+Ac	R	E
<b>Courage: <i>Successful leaders work courageously in the best interests of children and young people.</i></b> The successful candidate will protect the safety of the children and young people and their right to a broad, effective and creative education. The successful candidate will hold colleagues to account courageously and, in turn, accept being held to account themselves.	A	I+Ac	R	E
<b>Optimism: <i>Successful leaders are positive and encouraging.</i></b> Despite difficulties and pressures, the successful candidate will ensure the school offers excellent education at all times with a drive to change the world for the better.	A	I+Ac	R	E
<b>PERSONAL QUALITIES</b> The successful applicant should exhibit the following personal characteristics.	Where tested? A = Application I +Ac = Interview and/or Activities R = References			
<b>Selflessness :</b> The successful candidate should act solely in the interest of children and young people	A	I+Ac	R	E
<b>Integrity:</b> The successful candidate must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. Before acting and taking decisions, they must declare and resolve openly any perceived conflict of interest and relationships.	R			E
<b>Objectivity:</b> The successful candidate must act and take decisions impartially and fairly, using the best evidence and without discrimination or bias. Leaders should be dispassionate, exercising judgement and analysis for the good of the children and young people.	A	I+Ac	R	E
<b>Accountability:</b> The successful candidate will be accountable to the pupils, parents and public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this.	I+Ac	R		E
<b>Openness:</b> The successful candidate should act and take decisions in an open and transparent manner. Information should not be withheld from scrutiny unless there are clear and lawful reasons for so doing.	I+Ac	R		E
<b>Honesty:</b> The successful candidate should be truthful.	R			E