**Person Specification**

**Headteacher**

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| **Education and Professional Qualifications** | | |
| Qualified Teaching Status | **E** |  |
| Evidence of continuous professional development | **E** |  |
| Higher Degree |  | **D** |
| NPQH |  | **D** |
| A degree qualification | **E** |  |
| Recent and relevant leadership development training | **E** |  |
| Ofsted Inspection qualification |  | **D** |
| Demonstration of commitment to on-going professional development | **E** |  |
| **Experience** | | |
| Experience of project managing a new area of work or initiative |  | **D** |
| Successful experience of providing school improvement challenge and support to other schools | **E** |  |
| Experience of working in an outreach service |  | **D** |
| Track record of successfully leading school improvement as demonstrated by Ofsted judgements and / or student outcomes over time | **E** |  |
| Developing and leading implementation of strategies to improve teaching and learning within a department / faculty |  | **D** |
| Experience of learning in challenging settings |  | **D** |
| Experience of working at senior level within a MAT |  | **D** |
| Successful leadership of a school through inspection / external scrutiny process | **E** |  |
| Effective development of teams and leaders with impact on standards | **E** |  |
| Successful challenge of underperforming staff | **E** |  |
| Leadership of innovation / change management with evidence of positive impact | **E** |  |
| Leadership of improvement in quality of teaching, learning and achievement | **E** |  |
| Work with a range of external agencies to accelerate improvement | **E** |  |
| Excellent understanding of all relevant data; ability to analyse forensically and use analysis to inform improvement planning | **E** |  |
| Strong knowledge and understanding of external assessment / examination / inspection and reporting measures | **E** |  |
| Understanding of and ability to implement rigorous self-evaluation | **E** |  |
| Ability to hold leaders to account for their performance | **E** |  |
| **Knowledge and Skills** | | |
| Knowledge of secondary education | **E** |  |
| Knowledge of primary education | **E** |  |
| Knowledge of wide range of school improvement strategies | **E** |  |
| An understanding of how students learn and an indication of how to meet their needs | **E** |  |
| Good knowledge of SEN practice related to SEMH needs | **E** |  |
| Good knowledge of safeguarding and it’s practice | **E** |  |
| Good knowledge of government legislation and agenda relating to alternative provision | **E** |  |
| Good knowledge of speech, language and communication needs and other conditions such as autism |  | **D** |
| Evidence of excellent leadership and management skills | **E** |  |
| Ability to build good relationships with all stakeholders | **E** |  |
| Ability to use ICT as a management tool | **E** |  |
| An understanding and commitment to equality and inclusion principles and practice | **E** |  |
| Demonstrates the ability to build and maintain positive links and relationships with governors, parents and other stakeholders |  | **D** |
| Excellent written and oral communication skills | **E** |  |
| Able to produce concise and detailed written reports | **E** |  |
| **Personal Attributes** | | |
| Ability to provide clear leadership and direction | **E** |  |
| Good interpersonal skills | **E** |  |
| Excellent planning and organising skills and ability to deliver on time | **E** |  |
| Ability to think and plan strategically and creatively to find solutions | **E** |  |
| Project management skills | **E** |  |
| Able to demonstrate a pragmatic approach that is focused on delivering objectives, managing diverse priorities and workload | **E** |  |
| Commitment to high standards and continuing improvement | **E** |  |
| Innovative and creative | **E** |  |
| Able to demonstrate a commitment to the principles of diversity | **E** |  |
| Ability to work as part of team | **E** |  |
| Ability to work under pressure | **E** |  |
| Assertive | **E** |  |

**Essential (E), must have Desirable (D), should have**