

### School Improvement Lead Person Specification

<b>Qualifications</b>	<b>Essential</b>	<b>Desirable</b>	<b>How identified</b>
Qualified Teacher Status (QTS)	✓		AF
National Professional Qualification for Headship (NPQH)		✓	AF
<b>Experience and knowledge</b>	<b>Essential</b>	<b>Desirable</b>	
Extensive understanding of the Ofsted Inspection Framework and experience of working as an Ofsted Inspector or HMI	✓		AF, I
Evidence of at least 3 years successful experience in a headteacher role in a primary school or specialist setting	✓		AF, I
Up-to-date safeguarding training and knowledge of legislation for the protection of young people	✓		AF
The ability to form and maintain appropriate relationships and personal boundaries with young people and staff	✓		AF
Evidence of recent leadership and management professional development	✓		AF, I
Evidence of quality assurance strategies and the impact thereof on school improvement	✓		AF, I
Demonstrate a deep understanding of the curriculum / Experience of leading on the curriculum	✓		AF
An ability to drive and deliver transformational and cultural change	✓		AF, I
A deep knowledge and clear understanding of educational legislation, new innovation and developments	✓		AF
Experience of monitoring school performance in a range of schools		✓	AF
Experience of providing professional challenge and support to senior leaders in other schools		✓	AF
The ability to provide support and advice to the Local Governing Body to enable it to meet its responsibilities		✓	AF

The ability to analyse school performance data and implement appropriate actions as part of supporting and driving school improvement	✓		AF, I
Experience of providing professional challenge and support to senior leaders in other schools	✓		AF
Deep understanding of special educational needs and the implications of the schools white paper - 'Every Child Achieving and Thriving' and	✓		AF
An understanding of the academy sector	✓		AF
<b>Skills</b>	<b>Essential</b>	<b>Desirable</b>	<b>How identified</b>
An innovative leader with a clear understanding of education and how it can be translated into practice	✓		AF
An outstanding collaborative leader with the ability to forge positive relationships with all stakeholders	✓		AF, I
An enthusiastic leader, committed to ensuring the best possible outcomes for all groups and the trust community	✓		AF, I
The ability to build a sustainable workforce of high quality staff and leaders		✓	AF, I
The ability to provide clear direction and shared purpose for all children, staff and stakeholders	✓		AF, I
A commitment to working positively with all stakeholders and partners	✓		AF
Excellent communication skills with all stakeholders	✓		AF, I
Strong negotiation skills and the ability to influence others to the benefit of all schools in the trust		✓	AF, I
Experience of guiding, mentoring or training individuals or teams	✓		AF
<b>Other</b>	<b>Essential</b>	<b>Desirable</b>	<b>How identified</b>
A proven ability to successfully manage all resources effectively	✓		AF
The ability to motivate staff to ensure high performance	✓		AF, I

The ability to translate a visionary / innovative concept into a practical implementation plan	✓		AF
An ability to use the full range of leadership skills and qualities including emotional intelligence as appropriate to the situation	✓		AF, I
An enthusiastic and motivational leader	✓		AF, I
The ability to drive change	✓		AF, I
Resilience and determination, including the ability to also provide support, demonstrate empathy and deal with staff in a sensitive and considerate manner	✓		AF, I
A personal commitment to inclusion and diversity to ensure the maximum benefits for all groups of children and equality in employment and service delivery matters	✓		AF, I
A strong commitment to personal development, the personal development of all teaching and support staff and staff wellbeing	✓		AF, I
Have outstanding commitment to sustaining regular attendance at work	✓		AF, I

Key

AF = application form

I = interview