



FIRWOOD HIGH SCHOOL

HEADTEACHER **PERSON SPECIFICATION**

The following outlines the key skills and experiences required for this position.

The selection panel will assess each candidate against the criteria listed below, expecting candidates to demonstrate knowledge and understanding of each area and to show evidence of having applied (or awareness of how to apply) this knowledge and understanding in the college context.

You should refer to these requirements when completing your application. Short-listed candidates will be involved in a variety of activities directly related to the Person Specification and along with those set out in the Woodbridge Trust Leadership Framework that will form an evidence base.

The panel will use the following assessments tools:

- Application form (A)
- Interview / assessment activities (I)
- References (R)
- Essential (E)
- Desirable (D)

Experience				
1	Substantial and successful experience in a senior leadership role, with a broad experience of successful whole school responsibility	A/I/R	E	
2	Experience of leading, developing, delivering and evaluating effective strategies for learners	A/I	E	
3	Proven record of significant senior management achievement in improving educational outcomes	A/I	E	
4	Experience of management of human and financial resources at senior level	A/I	D	
5	Understanding of the benefits of Collaborative Leadership	A/I	E	
6	Experience of strategic planning and review, taking effective and decisive action where necessary	A/I	E	
7	Experience of developing and implementing strategies for school improvement including data analysis, target setting and strategies for improving the quality of teaching and learning for all pupils	A/I	E	
8	Experience of working with professionals and colleagues in other schools and services to improve academic and social outcomes for all pupils	A/I	E	
9	Experience of setting ambitious standards for all pupils, overcoming disadvantage and advancing equality, ensuring the accountability of staff for the impact of their work	A/I	E	

10	Understanding of Safeguarding within the context of Special Education	A/I	E
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Education and Qualifications

11	Degree or equivalent	A	E
12	Qualified Teacher Status	A	E
13	Relevant senior management qualification / training e.g. NQPH, MA/Further study	A	D
14	Advanced Team Teach qualification, or a willingness to undertake	A	E
15	Comprehensive knowledge of the school's Ofsted inspection criteria and processes	A	E

Skills

16	Outstanding leadership skills	A/I/R	E
17	Strategic management, resource management, development planning, personnel management and financial management skills	A/I	E
18	Ability to present a clear account of the school's performance to members of the school community, including LGB and Trustees to enable others to fulfil their responsibilities	A/I	D
19	Experience of leading on the implementation of rigorous, fair and transparent systems for monitoring the performance of staff, addressing under performance and supporting staff to improve and valuing excellent practice	A/I	E
20	Effective collaborative skills	A/I	E
21	Willingness to play a senior role in the multi-academy trust, contributing to school improvement at the other schools within the Trust as well as at own school	I	E
22	Ability to lead best practice regarding safeguarding, child protection, safer recruitment and safeguarding policies and procedures	A/I	E
23	Ability to work productively with the CEO and Governing Board	I	E
24	Ability to interpret, analyse and use data effectively to bring about school improvement	I	E
25	Well developed interpersonal and communication skills (including written, oral and presentation)	A/I	E
26	Effective ICT skills	A	E

Personal attributes

27	Ability to develop and maintain excellent relationships with staff, parents, students, governors and the community	A/I/R	E
28	Ability to engage and motivate staff in a happy and supportive working environment to achieve the highest standards in all aspects of school life	A/I	E

29	Ability to deal sensitively with people and achieve positive outcomes	I	E
30	Adaptable to changing circumstances and new ideas	A/I	E
31	Ability to solve problems and demonstrate clear understanding of the change process	A/I	E
32	Approachable, reliable, have positive presence and is highly visible to students, parents/carers and the wider community	A/I	E
33	Values diversity and the unique contribution that every individual makes to the learning community	A/I	E
34	Tenacity, Resilience and Humility	A/I	E
35	Belief in every child	A/I	E
36	Confident and assertive	I	E
37	High level of communication skill	I	E

Safeguarding

38	Displays a commitment to the protection and safeguarding of children and young people	A/I	E
39	Has up-to-date knowledge and understanding of relevant legislation and guidance in relation to working with, and the protection of staff, children and young people	A/I	E

Promoting Equality and Diversity

40	Understand how knowledge of our diverse communities can help us to deliver effective services and reduce disadvantage in the borough. Listen to contributions made to service development without prejudice. Challenge behaviours and processes which do not support the council's work to eliminate discrimination; advance equality of opportunity; and foster good relations, while being prepared to accept feedback about own behaviour.	I	E
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Care

41	Listen and respond to children/young people needs, seek out innovative ways of consulting and engaging them. Network with others to develop services for the benefit of the children/young people.	A/I	E
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Developing Self and Others

42	Coach and mentor others. Be willing to share learning and encourage others to do the same. Listen to others and respond to their needs. Apply a range of development activities to develop and train staff. Endorse the principles of Investor in People. Strives for improvement and take responsibility for own development. Be self-confident and lead by example.	A/I	E
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