

Person Specification

Criteria		Essential	Desirable	Assessment Method A = Application Form I = Interview and observed tasks L = Letter R = References
A Education And Qualifications				
1	An honours degree	✓		A
2	Qualified Teacher Status (QTS)	✓		A
3	Relevant higher degree		✓	A
4	NPQH or equivalent		✓	A
5	Extensive experience in school leadership	✓		A
B Professional Qualities, Knowledge And Experience				
6	High expectations and personal integrity with the ability to create, promote and deliver the vision for excellence	✓		L / I
7	Demonstrate core values and the belief that all pupils have the potential to succeed	✓		L / I
8	Successful strategic senior leadership experience in a secondary school setting	✓		A / L / I
9	Knowledge and understanding of the key legal issues relating to the leadership of a school including: equality issues including those relating to employment and health and safety	✓		L / I
10	Proven track record in leading, mentoring, monitoring, and managing staff, implementing, and managing change as part of Senior Leadership Team	✓		L / I
11	Knowledge and experience of Child Protection, safeguarding procedures and Prevent Duty	✓		A / L / I
12	Able to develop strong, supportive relationships with pupils, staff, parents/carers and the wider school community including the Local Governing Body	✓		I
13	Able to be a visible, high profile role model, leading by example, with a professional approach that demands excellence, confidence, trust and respect of the school and wider community	✓		I
14	Has a detailed understanding of current educational issues and concerns	✓		I
15	Experience of making effective use of funding and other resources		✓	L/I
C Pupils and Staff				
16	Raise aspirations and have a clear vision for excellence, providing targeted intervention to ensure every pupil reaches their potential	✓		L / I
17	Secure excellent teaching through a collaborative understanding of how pupils learn and of the core features of successful classroom practice	✓		L / I
18	Experience of positive behaviour management and developing a pupil focussed, inclusive and effective learning environment.	✓		L / I

19	Experience of curriculum development along with an understanding of the importance of a broad and balanced curriculum	✓			L / I
20	Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupil outcomes	✓			L / I
21	Successful experience of the implementation of effective assessment procedures and an understanding of assessment for and of learning	✓			L / I
22	Experience of improving staff performance through continuing professional development and mentoring	✓			L / I
23	Demonstrate an understanding of the importance of supporting staff wellbeing	✓			I
D Accountability					
24	The ability to use performance data to identify underachievement and implement strategies for improvement	✓			L / I
25	Experience of working strategically and collaboratively, for example in a wider educational context		✓		L / I
E Personal Qualities and Attributes					
26	Be proactive, innovative and versatile with a high level of drive, energy and enthusiasm necessary to effectively deliver common goals and bring about improvements	✓			I
27	Ability to prioritise, time manage and delegate effectively	✓			I
28	Inspires respect, self-motivated and well organised	✓			I
29	Resilient, tenacious and works effectively under pressure	✓			I / R
30	Commitment to work collaboratively and develop strong teams	✓			I / R
31	Ability to communicate effectively with a wide range of audiences	✓			I