

Key Criteria	Essential/ Desirable	Assessment Application/ Task/Interview/ Vetting (A, T, I, V)
Qualifications and Training		
1. Qualified Teacher Status	E	A, I
2. National Professional Qualification for Headship or a willingness to work towards	E	A, I
3. Evidence and commitment to continuing professional development relating to school leadership and management, teaching and learning, curriculum.	E	A, I
4. Evidence of further formal accredited study, this could be ongoing and/or Further Professional Qualifications	D	A, I
5. Experience of leading / co-ordinating professional development opportunities	D	A, I
Knowledge and Experience		
6. Experience as a Deputy Headteacher or equivalent senior management role	E	A, T, I, V
7. Teaching experience in at least 2 of the 3 Key Stages	E	A, T, I, V
8. Successful experience of leading one or more key stages and a proven track record of improving quality of education through curriculum leadership	E	A, T, I, V
9. Substantial, successful teaching experience in a primary school(s)	E	A, T, I, V
10. Evidence of raising standards across whole school	E	A, T, I, V
11. Evidence of implementing successful strategies for planning, implementing, monitoring and evaluating school improvement	E	A, T, I, V
12. Knowledge of what constitutes quality in educational provision, the characteristics of effective schools and strategies for raising standards and the achievement of all groups of pupils	E	A, T, I, V
13. A thorough understanding of the requirements of the National Curriculum and EYFS	E	A, T, I, V
14. A thorough understanding of assessment strategies and the use of assessment to inform the next stages of learning	E	A, T, I, V
15. Experience of effective monitoring and evaluation of teaching and learning	E	A, T, I, V
16. A thorough understanding of the characteristics of an effective learning environment and the key elements of successful behaviour management	E	A, T, I, V
17. Commitment to promoting and safeguarding the welfare of pupils	E	A, T, I, V
18. Knowledge of the role of the Local Academy Committee	E	A, T, I, V
19. Experience of teaching in more than one school	D	A, T, I, V
20. Evidence of having successfully translated vision into reality at whole school level	D	A, T, I, V
21. Understanding of successful teaching and learning across the entire curriculum across all key stages	D	A, T, I, V
22. A member of a Governing Body	D	A, T, I, V
23. Understanding of how financial and resource management enable a school to achieve its educational priorities	D	A, T, I, V
24. Understanding of a Multi Academy Trust	D	A, T, I, V
Leading and Managing Staff		
25. Experience of leading staff teams effectively	E	A, T, I, V
26. Take a hands-on and supportive approach to leadership, ensuring staff are empowered, and uphold high standards across behaviour, learning, and conduct, supporting staff development and wellbeing.	E	A, T, I, V
27. Thorough understanding of current practice in performance management, staff appraisal, including capability.	E	A, T, I, V
28. Successful involvement in staff recruitment, appointment / induction	D	A, T, I, V

Skills and Abilities			
29.	Lead the way with vision, energy, and positivity, inspiring staff, pupils, and the wider community, and articulate this vision within the context of the school's ethos and aims within a multi-academy trust.	E	A, T, I, V
30.	Ability to inspire, and motivate staff, pupils, parents and the local academy committee to achieve the aims of the school and champion a culture of collaboration, inclusion, and excellence across the school and wider Trust.	E	A, T, I, V
31.	Ability to analyse data, develop strategic plans, drive school improvement and innovation, set targets and monitor/evaluate progress towards these to ensure every child achieves their potential.	E	A, T, I, V
32.	Demonstrate effective operational leadership, including managing resources, evaluating the impact of school initiatives, and providing clear information and advice to staff and the local academy committee.	E	A, T, I, V
Personal Qualities			
33.	Positive, innovative and solution focused	E	I, T, V
34.	Strong interpersonal skills	E	I, T, V
35.	Self-motivated and able to work to fixed deadlines	E	I, T, V
36.	Enthusiastic and energetic	E	I, T, V
37.	Team player	E	I, T, V
38.	Calm and patient	E	I, T, V
39.	Flexible and professional	E	I, T, V
40.	Punctual and reliable	E	I, T, V
41.	Commitment to school and whole-trust development	D	I, T, V
42.	Energised by new and exciting challenges	D	I, T, V

References:

Any relevant issues arising from references will be taken up at interview.

DBS and pre-occupational health:

Balmoral Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Any offer of employment will be subject to receipt of a satisfactory DBS Enhanced Disclosure.

An enhanced DBS check and pre-occupational health check are an essential part of the selection and recruitment process.

Equal opportunities:

We are an equal opportunity employer. We want to develop a more diverse workforce and we positively welcome applicants from all sections of the community. Applications with disabilities will be granted an interview if the essential job criteria are met.