



Section 1 Qualification and Experience

Qualifications

- Holds Qualified Teacher Status (QTS).
- Evidences further professional development in preparation for headship, e.g. the National Professional Qualification for Senior Leadership (NPQSL) or the National Professional Qualification for Headship (NPQH).

Experience

- Has teaching experience in more than one school and more than one key stage.
- Evidences successful senior leadership experience in more than one school, or recent experience as a Deputy Headteacher (DHT) or Headteacher (HT).
- Holds appropriate training and experience in safeguarding and child protection.
- Has experience of school budgets, including setting and monitoring a delegated budget and working with staff and governors to secure value for money.
- Demonstrates the impact of leadership, line management and appraisal on teaching, learning and assessment at whole-school level.
- Has experience of school improvement planning and self-evaluation, and of working with governors, parents and the wider community.

Section 2 Leadership

- Creates a shared vision and ethos with internal and external stakeholders, and translates it into guidance and direction that enables the senior leadership team to drive school performance.
- Provides visible and supportive direction which empowers, motivates and develops the whole school.
- Demonstrates excellent people management skills, emotional intelligence and approachability.
- Inspires others to believe in the importance of education in our children's lives and to value it.
- Makes difficult decisions and conveys outcomes clearly and sensitively, influencing others in a variety of situations.
- Makes rational judgements from the available information, and collects, analyses and shares knowledge to inform future practice.
- Welcomes strong governance and works in collaboration with the governing body (GB), supporting it to deliver its core functions of strategy-setting and monitoring.

Section 3 Teaching, learning, assessment and additional/special educational needs

- Demonstrates a secure understanding of curriculum design and delivery, setting out the knowledge, skills and values to be taught.
- Secures excellent teaching through an analytical understanding of how all pupils learn, including those with special educational needs and disabilities (SEND), and of the core features of successful classroom practice.



- Articulates a clear and compelling set of principles, underpinned by a desire to make a difference to the life chances of all pupils, including those who are disadvantaged or have SEND.
- Is an expert practitioner in planning and delivering high quality provision which secures strong outcomes and closes attainment gaps for all vulnerable groups.
- Uses monitoring effectively to drive school improvement and to secure the quality and consistency of teaching throughout the school.
- Establishes a culture of 'open classrooms', sharing best practice within and beyond the school, and creates an outward-facing school which works with other schools and organisations in a climate of mutual challenge, drawing on relevant research and robust data analysis.
- Sets high expectations focused on pupils' needs, produces workable solutions to teaching and learning challenges, and empowers others to look constructively at their own performance.
- Accurately identifies the components of good teaching and provides coaching and continuing professional development (CPD) to teachers and the wider staff.
- Has a proven track record of implementing a consistent school-wide approach to positive behaviour management, fostering high expectations and mutual respect between pupils and adults.

Section 4 Organisational effectiveness

- Holds all staff to account for their professional conduct and practice, supporting them to improve and valuing excellent practice.
- Creates an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
- Adapts to changing circumstances and new ideas, dealing with ambiguity and making positive use of the opportunities it presents.
- Has experience of managing school budgets and exercises strategic, curriculum-led financial planning to ensure the equitable deployment of resources, improving pupil achievement and ensuring the school's sustainability.
- Adapts interpersonal style to suit different people and situations, building strong and positive relationships with parents, staff and other stakeholders.
- Makes prompt, clear decisions which may involve tough choices or considered risks, and plans activities and projects well in advance, allowing for changing circumstances.

Section 5 Ethos / Values / Religious Character

- Believes passionately that all young people can succeed, and wants every child to flourish academically, socially, physically and spiritually.
- Is committed to promoting positive and respectful relationships across the school community and a safe, orderly and inclusive environment.
- Demonstrates integrity in all aspects of work.
- Understands the importance of British values, consistently models them and demands the highest standards of respect and tolerance from all staff, pupils and stakeholders.



- Promotes equality of opportunity and shows respect and sensitivity towards diversity and cultural and religious differences.

Section 6 Safeguarding

- Demonstrates a commitment to, and understanding of, safeguarding and the promotion of the welfare and safety of children.
- Has a deep and accurate working knowledge of relevant policies, procedures and practices related to all aspects of safeguarding and child protection.
- Demonstrates leadership impact on the development of a culture of vigilance and nurture across the whole school community.

The School is committed to safeguarding and promoting the welfare of children and young people. The post is subject to an Enhanced Disclosure Application to the Disclosure and Barring Service.