

## Person Specification Head of All Through School

| Specification                                  | Essential   | Desirable   | Evidence   |
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| <b>Education/Qualifications/Training</b>       | <p>A qualified teacher (QTS) with a good honours degree or equivalent</p> <p>Qualified teacher status and registration with General Teaching Council (GTC)</p> <p>Senior Leadership and /or Headship experience</p> <p>Evidence of recent and relevant training and development at headship level or in preparation for headship</p> <p>Evidence of Professional Development in pedagogy and practice</p> | <p>Post qualification award or higher degree</p> <p>Leadership of an Action Research Project (education based)</p> <p>Holds NPQH</p> <p>National Leader of Education (NLE) or Local Leader of Education (LLE)</p> <p>Ofsted Inspector training/experience</p> | <p>Application form/References</p>                         |
| <b>Professional experience &amp; Knowledge</b> | <p>Successful teacher with a proven track record of achieving high standards</p> <p>Sustained, successful leadership at a senior level</p> <p>Experience of leadership in a variety of contexts, preferably in</p>  | <p>Experience in creating a Research Library on leadership, pedagogy and practice</p> <p>Experience of developing partnerships which create unique opportunities for students</p>   | <p>Application form</p> <p>References</p> <p>Interview</p> |

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|  | <p>more than one school</p> <p>Proven track record in leading and managing staff to support successful outcomes for a wide ability range of students</p> <p>In depth knowledge and understanding of the wider educational agenda including current national policies and educational issues (including primary &amp; secondary curriculum)</p> <p>Evidence of successfully developing teams of professionals, delegating and managing change effectively</p> <p>Fully conversant with safeguarding issues</p> <p>Proven impact of developing independent, resilient learners across age ranges and abilities</p> <p>Ability to work with and advise the Governing Body to enable it to fulfil its role and statutory obligations</p> | <p>Experience of collaborative/partnership working with local or national education stakeholders</p> | <p>Application</p> <p>References</p> <p>Interview</p> <p>In-tray activity</p> |
| <p><b>Personal aptitudes, qualities &amp; skills</b></p> | <p>Has the enthusiasm, initiative and commitment to ensure good practice is embedded throughout the academy</p> <p>Has the ability to think and plan strategically to promote the Through School's vision, ethos and values</p> <p>Is well organised, able to plan, prioritise and delegate effectively</p> <p>Is articulate and approachable with excellent communication skills both verbally and in writing</p>   |  | <p>Application</p> <p>References</p> <p>Interview</p> <p>In-tray activity</p> |

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|   | <p>Has strong interpersonal skills and self-awareness, adapting to situations and carefully managing professional relationships</p> <p>Has proven sound decision-making skills combined with the ability to lead, influence, empower and manage change</p> <p>Has presence and visibility as a leader, demonstrating optimism, resilience with a well-developed sense of proportion</p> <p>Has the ability to tackle difficult situations and make difficult decisions, conveying outcomes clearly and with sensitivity</p> <p>Is able to relate well to parents/carers, staff, governors, board directors, partners and the wider community</p> |  |  |
| <p><b>Leading Learning &amp; Teaching</b></p> | <p>Is passionate about learning and seeks to create an inspirational learning environment</p> <p>An outstanding teacher with the ability to monitor and evaluate performance continuously in order to improve the quality of teaching and further raise standards</p> <p>Is confident in judging lessons and effective in giving feedback to colleagues resulting in improvement</p> <p>Is able to implement strategies that improve teaching and learning in a sustained way and challenge underachievement</p> <p>Successful experience of curriculum development together with an understanding of the issues associated with choice</p>      |  |  |

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|  | <p>and flexibility to secure personalised learning for all</p> <p>Has successfully used feedback and data to raise achievement of students and improve teacher effectiveness</p> <p>Successful experience of positive behaviour management and development of a student focused, inclusive learning environment so that behaviour and attendance are outstanding</p> <p>Embraces new technology in education and understands the impact of ICT for the future of learning and teaching</p>   |  |   |
| <b>Shaping the future</b>                              | <p>Able to promote and nurture a shared ethos (beyond academic excellence) which underpins all aspects of Through School life</p> <p>The ability to inspire, challenge, motivate and empower others to carry forward a shared vision for school improvement</p> <p>A proven track record of leading others to success, sustaining and developing a culture of collaboration, knowledge sharing and celebration of success, accepting responsibility for outcomes E</p> <p>Experience of , and commitment to, working with the Local Advisory Board and all stakeholders to develop a shared vision</p> |  | <p>Application</p> <p>References</p> <p>Interview</p> <p>In-tray exercise</p> |
| <b>Leadership &amp; management of the organisation</b> | <p>Evidence of successful leadership of whole school initiatives leading to improved standards</p>   |  | <p>Application form</p> <p>Interview</p> <p>In tray activity</p>              |

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|                                       | <p>Is well informed, shows evidence of keeping up to date in interpreting curriculum developments and is familiar with government initiatives and their relative importance</p> <p>Evidence of highly developed skills in performance management, recognising high performance and tackling underperformance through to resolution</p> <p>Successful experience of strategic financial and resource management, ensuring efficiency, value for money and supporting the best educational outcomes</p> <p>An in depth understanding of the latest school inspection frameworks and the ability to prepare staff and evidence to realise the best judgements possible</p> <p>Experience and understanding of the recruitment process to ensure the appointment and retention of the highest quality staff, including all safer recruitment and safeguarding procedures</p> <p>Able to sustain a safe, secure and healthy school environment</p> <p>A commitment to the concept of an inclusive All Through School underpinned by equal opportunities, in which the academic and personal welfare of each student is paramount</p> |  | <p>Student-led activity</p>  |
| <p><b>Securing accountability</b></p> | <p>Proven successful experience of school self-evaluation and accountability in the school improvement process</p> <p>Success in developing curriculum, providing successful leadership of resources, while securing best value</p> <p>Proven successful experience of developing and supporting colleagues through appraisal/performance management and development opportunities</p>  |  | <p>Application form</p> <p>Interview</p> <p>In tray activity</p> <p>Student-led activity</p> |

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|  | <p>Understanding legislation with regard to Health and Safety, such that the school meets its statutory requirements and is a safe environment for learning and promoting the well-being of staff and students</p> <p>Understanding and awareness of Safeguarding legislation and statutory guidance and how this applies in practice to the academy setting</p>   |  |  |
| <b>Fostering community &amp; stakeholder relationships</b> | <p>A commitment to, and evidence of, promoting diversity and equal opportunities within the school, the curriculum and in employment practice</p> <p>Evidence of building effective relationships with parents, carers, partners and the community, that enhances the education of all students</p> <p>Ability to reflect and act on community feedback</p> <p>Successful experience of securing and raising standards in an inclusive school and working with external agencies locally, nationally and internationally</p> <p>A commitment and vision to collaborate with WHMAT Heads and WHMAT vision</p> <p>A commitment to the further development of a multi-academy trust as a framework for school improvement</p> |  | <p>Application form</p> <p>Interview</p> <p>In tray activity</p> <p>Student-led activity</p> |
| <b>Developing self &amp; working with others</b>           | <p>To be a role model of best practice, with a professional demeanour that engenders confidence, trust and respect in others</p> <p>Evidence of successful, harmonious collaboration with a range of people in achieving agreed outcomes</p>   |  | <p>Application form</p> <p>Interview</p> <p>References</p>                                   |

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|  | <p>Developed emotional intelligence, enabling constructive relationships with students and staff</p> <p>Able to identify strengths in others &amp; possesses the flair to lead and motivate the staff as a whole</p> <p>Proven success in promoting equality, respecting diversity and challenging stereotypes so as to promote the rights of young people</p> <p>Evidence of understand the importance of a work life balance &amp; promoting this through behavior &amp; working practices</p> |  |  |
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