**Higham Lane School Headteacher Post - Person Specification**

| Ref | Criteria | Essential (E)/Desirable (D) | Application form | Interview/Other task |
| --- | --- | --- | --- | --- |
|  | **Qualifications and Training** |  |  |  |
| Q1 | Qualified Teacher Status | E | √ | √ |
| Q2 | A degree level qualification or equivalent | E | √ | √ |
| Q3 | Further relevant professional or academic study and evidence of continuous professional development (CPD) | E | √ | √ |
| Q4 | Evidence of commitment to CPD, including leadership training | E | √ | √ |
| Q5 | Knowledge of current issues in education | E | √ | √ |
| Q6 | A relevant leadership qualification such as NPQH and/or NPQEL or other relevant qualification | D | √ | √ |
|  | **Safeguarding** |  |  |  |
| S1 | Experience of nurturing the safeguarding culture within a school so it is embodied by all staff and everyone is kept safe and committed to safeguarding and inclusion | E | √ | √ |
| S2 | A clear understanding of and commitment to promoting safeguarding of all pupils and working with parents and carers and relevant agencies | E | √ | √ |
|  | **Experience** |  |  |  |
| E1 | Extensive experience of proven, strong, successful senior leadership and management in more than one secondary school | D | √ | √ |
| E2 | Evidence of demonstrating a strategic leadership style and strategic planning characterised by integrity, creativity, resilience and clarity | E | √ | √ |
| E3 | Experience of implementing, managing, and evaluating change in a collaborative way | E | √ | √ |
| E4 | Significant experience of using data to plan and improve pupils’ outcomes, identifying barriers and strategies to overcome them and to establish benchmarks and set targets for improvement | E | √ | √ |
| E5 | Experience of making effective use of funding and resources, managing delegated organisational budgets and other external funding sources | E | √ | √ |
| E6 | Experience of high-quality risk management and ensuring risks are mitigated in line with the school’s risk management policy | E | √ | √ |
| E7 | Experience of using evidence-informed approaches both in teaching and learning strategies, systematically across the school and in the creation of policies, procedures and school improvement plans | E | √ | √ |
| E8 | Demonstrable experience of successful, supportive line management, staff development and performance management | E | √ | √ |
| E9 | Experience of working with a governing board and fulfilling commitments arising from accountability to it | E | √ | √ |
| E10 | Senior Leadership Team experience through successful Ofsted inspection | E | √ | √ |
| E11 | Experience in successfully recruiting, appointing and inducting staff | E | √ | √ |
| E12 | Experience of successful partnership working | D | √ | √ |
|  | **Knowledge, Understanding and Skills** |  |  |  |
| K1 | A clear understanding of leadership styles and practices, and their effects in different contexts within and across schools. | E | √ | √ |
| K2 | A clear understanding of what makes outstanding teaching and educational provision through a deep understanding of how pupils learn and thrive; the ability to develop and sustain a culture where each teacher and member of support staff has a professional obligation to improve their practice and you being able to model this to others | E | √ | √ |
| K3 | A clear understanding of the characteristics of and strategies for developing effective  student personal development, developing outstanding citizens with exemplary character | E | √ | √ |
| K4 | A clear understanding of how to create whole school accountability systems, implementing them with the support of SLT and middle leaders, combining data from a range of sources to maximise the achievement of pupils, monitor progress and identify weaknesses and strategies to overcome them | E | √ | √ |
| K5 | Knowledge and understanding of how to manage the school’s environment effectively and efficiently to ensure it meets the needs of all pupils and staff and meets the needs of the curriculum and all health and safety regulations | E | √ | √ |
| K6 | An understanding of how to empower pupils to thrive, achieve success and be actively engaged in their own learning. Setting high expectations for all and preparing all pupils from all backgrounds for the next phase of their education or training | E | √ | √ |
| K7 | Understand how a school can fulfil its statutory duties regarding the SEND Code of Practice | E | √ | √ |
| K8 | Knowledge and understanding of developing and maintaining effective strategies and procedures for staff induction, continuing professional development and performance review | E | √ | √ |
| K9 | Excellent communication skills and proven ability to communicate effectively with, listen to, reflect and work with the whole school community and other stakeholders | E | √ | √ |
| K10 | Knowledge and understanding of statutory frameworks which set out professional duties and responsibilities, including personal accountability | E | √ | √ |
| K11 | Understand how to ensure effective planning, collaborative support and evaluate work undertaken by staff | E | √ | √ |
| K12 | Able to determine, organise, resource and implement a challenging and ambitious broad and balanced curriculum, underpinned by an effective, intelligent assessment and reporting framework | E | √ | √ |
| K13 | Knowledge and experience of effective people management, strategies and practice and understanding of personal accountability | E | √ | √ |
| K14 | Knowledge of proven strategies that secure high standards of behaviour and attendance | E | √ | √ |
| K15 | Knowledge of national and local issues including educational issues and their impact on the school | E | √ | √ |
| K16 | Knowledge of the current Ofsted inspection framework and World Class Schools status | E | √ | √ |
| K17 | Knowledge of how new technologies may both support and enhance teaching and learning and how they may support and assist the management of the school | D | √ | √ |
| K18 | Knowledge of employment law, equal opportunities legislation and personnel matters | D | √ | √ |
| K19 | Understanding of the requirements and features of successful post-16 provision. | E | √ | √ |
|  | **Personal Qualities** |  |  |  |
| P1 | Ability and passion to create, and secure commitment to a clear vision for an effective and high-achieving school | E | √ | √ |
| P2 | Commitment to a dynamic, broad and balanced curriculum, rigorous assessment and the highest standards of achievement | E | √ | √ |
| P3 | Commitment to continuous improvement through accurate self-evaluation, an acute sense of accountability and a commitment to transparency | E | √ | √ |
| P4 | Be committed to building positive relationships, demonstrating optimistic and enthusiastic personal behaviour, rooted in mutual respect. Treating pupils, staff, parents, governors and the wider community equitably and with dignity, respect, honesty and kindness, ensuring a safe and healthy environment | E | √ | √ |
| P5 | Have a commitment to valuing and supporting and encouraging the professional development of all staff, building, motivating and nurturing a strong, collaborative team culture to deliver school improvement | E | √ | √ |
| P6 | Willingness to foster an open, transparent culture and deal with difficult conversations, including challenging under-performance and conflict with integrity at every level | E | √ | √ |
| P7 | Showing tolerance and respect for the rights of others, recognising and valuing differences and cultural diversity, promoting social cohesion in a multi-cultural setting, and upholding the fundamental British values. Ensuring personal beliefs are not expressed in any way that may exploit the position | E | √ | √ |
| P8 | Commitment to uphold the 7 principles of public life (Nolan principles) at all times | E | √ | √ |
| P9 | Ability to prioritise and manage one’s own time effectively and work under pressure and to deadlines, remaining resilient | E | √ | √ |
| P10 | Be able to manage one’s own workload and that of others to allow for an appropriate home/work balance and model this to others | E | √ | √ |
| P11 | Able to review and reflect on one’s own practice, set one’s own targets, take responsibility for one’s own CPD and take into account feedback from others | E | √ | √ |
| P9 | A drive and commitment to getting the best outcomes for all students whilst monitoring, evaluating and reflecting resources to ensure they are improving the quality of education for all pupils and that they provide value for money | E | √ | √ |
| P10 | Commitment to seeking the best provision and outcomes for vulnerable students and those with special educational needs and disabilities | E | √ | √ |
| P11 | Willingness to engage in high quality research, sharing good practice, celebrating success and accepting responsibility for outcomes | E | √ | √ |
| P12 | A sense of optimism, enthusiasm and humour | E | √ | √ |