



**Federation of Cherry Oak School and Victoria School**

**Head Teacher – Cherry Oak School**

**Person Specification**

**To carry out their responsibilities effectively, the Head Teacher needs specific professional knowledge, understanding and ability, together with a range of leadership, management and personal skills and attributes, which are applied across the seven key areas of responsibility set out in the Headteacher’s job description.**

**The successful candidate will be able to demonstrate:**

- Qualified Teacher Status
- Recent leadership / management experience
- Evidence of regular and appropriate professional development, including leadership / management training
- Experience of working with pupils who have special educational needs (SEN)
- Experience of the Ofsted inspection process
- Demonstrated ability to contribute to school improvement

**Shaping the Future:**

**Ability to:**

- Build, communicate and implement a shared vision
- Think critically to carry out school self-evaluation
- Plan and implement successful school improvement strategies
- Competently engage in operational planning processes including staff/resource planning and budget monitoring
- Effectively communicate strategies both within and beyond the School
- Confidently use technology for learning and management
- Successfully lead change, creativity and innovation
- Build stakeholder esteem, recognises success and celebrate good practice
- Contribute to building good practice across the Federation

**Leading Learning and Teaching:**

**Ability to:**

- Ensure the very best outcomes for learners
- Engage with a range of professionals to support pupils with SEN
- Develop effective staff
- Implement effective models of learning and teaching for students with SEN
- Embed the principles of effective teaching and assessment for learning
- Model positive behaviour support and effective attendance management
- Design, implement, evaluate and manage the curriculum

- Data collection and analysis
- Performance monitoring and evaluation techniques
- Principles and models of self-evaluation

#### **Developing Self and Others:**

##### **Ability to:**

- Support staff excellence through performance management
- Develop the school's leaders and managers through effective distributed leadership and mentoring
- Demonstrate the ability to design and deliver effective CPD
- Challenge underperformance and support improved performance
- Engage in self-reflection and reflection on school improvement

#### **Managing the Organisation:**

##### **Ability to:**

- Work cooperatively to devise, implement and evaluate improvement initiatives
- Use flexible and differentiated approaches to measure the impact of improvement initiatives
- Balance the school's short-term and long-term objectives
- Secure positive and effective affiliations to secure a range of resources and opportunities for the school

#### **Securing Accountability:**

##### **Ability to:**

- Implement the principles and practice of quality assurance systems, including school review, self-evaluation and performance management
- Implement statutory curriculum requirements
- Ensure governance requirements are met
- Ensure legal requirements are met, including Equal Opportunities, Race Relations, Disability, Human Rights and Employment Legislation
- Implement Public Service policy and accountability frameworks, including self-evaluation and multi-agency working
- Manage the budget to secure accountability for the use of public funds
- Report accurately and in a timely manner to Governors and the Local Authority as required

#### **Strengthening Community:**

##### **Ability to:**

- Build relationships between the school, its community, training organisations and businesses
- Develop effective relationships and gain the trust of all stakeholders
- Be aware of current issues and future trends that impact on the school/ community
- Implement strategies to encourage parents and carers to engage with the school/college and their child's learning
- Develop a broad, rich curriculum for learners
- Be aware of other agencies and professionals and opportunities for collaboration

#### **Safeguarding and Ensuring the Welfare of Children:**

##### **Ability to:**

- Acquire qualifications in order to carry out the role of Designated Safeguarding Lead (DSL)
- Know the current national and local safeguarding guidance
- Develop and maintain a safe and supportive school culture
- Develop the curriculum to include safeguarding awareness for the pupils

