

| PERSON SPECIFICATION | | E or D |
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| Qualifications | | |
| • Degree or Equivalent | | E |
| • Qualified Teacher Status or Equivalent | | E |
| • Evidence of further training in preparation for a leadership role eg NCSL, NPQH | | E |
| • At least 3 years of relevant leadership experience | | E |
| • Some experience in more than one School or College | | D |
| • Professional development relevant to the post | | E |
| Professional Knowledge and Understanding | | E or D |
| • Has an understanding of current educational issues | | E |
| • Effective learning and teaching strategies | | E |
| • Experience in a specialist College, SENCO experience | | D |
| • Knowledge of the secondary curriculum and national strategies | | E |
| • Has led initiatives across a school/College | | E |
| • Experience of development planning | | E |
| • Has experience of using data effectively | | E |
| • Effective user of ICT. Able to use wide range of management software | | E |
| • Experience of Performance Management and the appraisal process | | E |
| • The ability to translate vision into practice | | E |
| • Developed partnerships with governors, parents, businesses and the wider community | | D |
| Experience and Current Practices | | |
| • Create and secure commitment to a clear strategic vision for an effective College | | E |
| • Successful experience in improving achievement / progress / outcomes for young people | | E |
| • Awareness / Experience of a wide range of curriculum models | | D |
| • Successful experience of initiating a range of leadership styles to manage change at a strategic level | | E |
| • Has led, supported and worked as part of a high-performing team | | E |
| • Act a role model for students and staff by setting high personal and professional standards | | E |
| • Motivate and inspire students, staff, parents, governors and the wider community | | E |
| • Has dealt and resolved conflict successfully | | E |
| • Has developed a coaching role / model and implemented | | D |
| • Ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to thorough review and evaluation | | E |
| Skills and Personal Qualities / Characteristics | | |
| • Have evidence of outstanding leadership qualities | | E |
| • Be an outstanding classroom practitioner able to secure student engagement in learning | | E |
| • Demonstrate the ability to identify tasks and drive projects forward to successful completion within appropriate time-scales. | | E |
| • Have the ability and expertise to engage a variety of audiences | | E |
| • Ability to analyse complex issues and to think both creatively and strategically | | E |
| • Ability to apply and adapt national initiatives in a local context | | E |

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| • A commitment to comprehensive and inclusive education | E |
| • Personable, approachable, whilst still inspiring respect and personal and professional credibility | E |
| • Have resilience and the ability to work to deadlines whilst maintaining a positive and creative attitude | E |
| E = Essential D = Desirable | |