

Qualifications & Training

Essential

- Qualified Teacher Status (QTS)
- Eligible to work in the UK
- Qualified to teach in the UK
- 2:2 Degree or equivalent in a relevant subject
- Evidence of recent professional development and training directly relevant to the role and of the pastoral system

Desirable

- 2:1 Degree or higher in a relevant subject area
- Training in Safeguarding
- Qualified SENCo accreditation
- Relevant Senior Leadership Qualification e.g. Master's degree, NPQs

Experience & Skills

Essential

- At least six years' teaching experience in secondary schools
- Significant experience as a middle leader in a role directly relevant to this post e.g. SENDCO, Head of English, Head of Literacy/ Literacy Lead
- A successful and proven track record of line management, holding others to account, and demonstrating positive impact
- Experience of analysing and interpreting data to ensure effective student outcomes
- Experience of managing teams and building strong relationships with colleagues
- Experience of supporting inclusion and safeguarding outside the classroom setting
- Proven success in developing and implementing whole -school strategies in areas directly relevant to this role e.g. SEND, literacy
- Experience of managing internal monitoring and evaluation processes
- Experience of writing clear and effective development plans
- Experience of budget management

Desirable

- Teaching experience in more than one school
- Significant senior leadership experience, including Deputy DSL or in a substantial safeguarding role
- Experience of working collaboratively with other schools or organisations to enhance educational outcomes for students
- Experience in multiple areas of school leadership
- Experience presenting to and working with school Governors
- Experience working in an Academy School setting

Knowledge

Essential

- A clear understanding of effective teaching and learning strategies and how to embed them across a school
- A comprehensive understanding of what constitutes 'Inclusion' and 'effective whole school literacy', including its importance and how to develop it
- Knowledge of whole-school quality assurance process and accountability measures, including performance metrics and the current Ofsted framework
- A clear understanding of the change management process and how to implement change effectively
- A strong understanding of current educational issues and developments

Aptitudes/Attributes

Essential

- A clear commitment to promoting student welfare
- The ability to articulate a clear vision and philosophy of education that includes and inspires others
- A results-driven approach with a focus on achieving high standards
- The capacity to grasp the 'big picture' and the finer details simultaneously
- Excellent organisational and administrative skills, including strong time management
- Sound judgement under pressure
- A reflective approach with a commitment to continuous improvement
- Excellent verbal and written communication skills, with a proven ability to communicate and gather evidence from a range of stakeholders including students, teachers, parents and other professionals
- The ability to lead, manage and monitor the work of multiple individuals and teams
- Strong collaborative skills, demonstrating both effective teamwork and independent leadership
- The ability to form positive and productive relationships with colleagues, parents/carers and other stakeholders
- Highly developed interpersonal skills, including humour and empathy
- A strong personal drive and determination to make a difference

- Self-motivated, productive, diligent and thorough
- Personal and professional resilience in the face of challenging situations
- A commitment to an open and collaborative leadership
- Dedication to the development of colleagues and contributing to the wider school community
- A commitment to personal professional development
- A strong commitment to promoting inclusion, diversity, access and success for all students
- A firm commitment to the safeguarding of children and young people
- The ability to empathise with the needs of children and young people
- The ability to establish and maintain appropriate professional boundaries with students while asserting authority without confrontation
- A clear acceptance of, and commitment to, the principles of the school's Equalities policies and practices as they relate to children and young people, their families, to colleagues, and to recruitment and personnel issues
- A strong commitment to equal opportunities in an educational context, particularly relating to gender, race, and disability

Desirable

- The aspiration for further promotion and career development