**Person Specification**

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| **Personal Qualities, Qualifications and Experience** | **Essential (E)****Desirable (D)** | **Application (A)****Interview Process (I)** |
| **Qualifications and training** |
| **1** | Honours degree or equivalent | E | A |
| **2** | Qualified teacher status | E | A |
| **3** | Relevant higher degree or equivalent | D | A |
| **4** | Evidence of continuous professional development relating to school leadership and management and curriculum/teaching and learning | E/D | A |
| **Shaping the future**  |
| **1** | Substantial, successful teaching experience | E | A/I |
| **2** | Successful recent strategic leadership experience likely to have been gained as a Senior Leader of an outstanding primary school | D | A/I |
| **3** | Successful experience of raising standards for all with measurable positive outcomes | E | A/I |
| **4** | Proven track record of managing successful school self-evaluation and accountability and the school improvement process | E | A/I |
| **5** | Proven track record in leading and managing staff including building and contributing to the development of a successful team, delegating effectively and implementing and managing change | E | A/I |
| **6** | Has experience of supporting the creation staffing models which build the organisation, and encourage individual staff to grow and realise the potential for all pupils | E | A |
| **7** | Experience of working in collaboration and/or partnership with local and/or Hub governors, internal and external stakeholders, other educational bodies and the wider community to develop positive relationships and achieve strategic objectives | E | A/I |
| **8** | Proven track record of effective communication mechanisms to enable the governing body to fulfil their statutory responsibilities at the highest level | E | A/I |
| **9** | Experience of effective leadership in aspects of collaborative work with parents and families | E | A/I |
| **10** | Evidence of well-developed skills in performance management, recognising high performance, tackling under-performance through to resolution and supporting continuous professional development of colleagues | E | A/I |
| **11** | In-depth knowledge and experience of Child Protection, Safer Recruitment and Safeguarding procedures which promote emotional health and well-being | E | A |
| **12** | A commitment to and evidence of promoting diversity and equal opportunities within the school curriculum and employment practices | E | A |
| **13** | An understanding of the requirements and a willingness to provide for pupils with particular special educational needs and or disability | E |  |
| **14** |  ICT skills which are up to date, relevant to the post and congruent with MAT systems. | E | A |
| **Leading teaching and learning** |
| **1** | A proven track record of ensuring the highest possible standards in teaching and learning with the ability to model excellent classroom practice | E | A/I |
| **2** | Sustained experience of managing, monitoring and evaluating student progress through robust data analysis to translate information into assessment for learning and effective intervention strategies | E | A/I |
| **3** | Successful experience of positive behaviour management, through the implementation of student focused, inclusive and effective learning environment so that behaviour and attendance are outstanding | E | A/I |
| **4** | Experience of sustaining positive outcomes and improved life chances for all pupils | E | A |
| **5** | Successful experience of outstanding curriculum development | E | A/I |
| **6** | Successful involvement in staff recruitment, appointment, induction and retaining staff | D | A/I |
| **7** | Experience of delivering excellence through a broad and balanced curriculum within a primary setting | E | A/I |
| **Personal Qualities** |
| **1** | Is passionate about creating a rich inclusive learning environment where every individual member of the school community is known and valued | E | A/I |
| **2** | Is committed to leading the development of a distinctive community school  | E | A/I |
| **3** | Is able to demonstrate creative and innovative thinking with evidence of recent success | E | A/I |
| **4** | Has high expectations and personal integrity with the ability to promote and sustain the values culture and ethos of Community Academies Trust | E | I |
| **5** | Is articulate and approachable with excellent interpersonal communication skills both in conversation and in writing | E | I |
| **6** | Can articulate the vision to inspire, motivate, encourage and support staff by creating a culture of aspiration and high expectations | E | I |
| **7** | Is able to prioritise and demonstrate personal organisation, time management and strong leadership skills especially under pressure | E | I |
| **8** | Is an outstanding, reflective practitioner who demonstrates evidence of learning from experience | E | I |
| **9** | Has high expectations for pupils’ learning and achievement through creating an aspirational culture | E | I |

**Person Specification**

**Our Values and Vision**

These are our values. They can be thought of as our ‘non-negotiables’ – beliefs, expectations and standards that underpin how we work with the young people in our care, and the community we serve. We believe that if we work in the context of these values, students will achieve more than they ever thought possible. They are also values that have evolved following a sustained period of success for our school.

**Our Young People**

We value three main types of achievement for our young people, and the vision for our school is that we ensure our students are empowered to achieve to a consistently outstanding level.

Achievement – Academic: We believe all young people have the potential to achieve great things. Intelligence can be developed regardless of emotional and social background, given appropriate teaching and bespoke, individualised support.

Young people should be encouraged to develop autonomy and meta-cognitive control (‘knowing what to do when they don’t know what to do’) in their learning and to gain inspiration from learning. They should be equipped with a crucial sense of possibility based on a well-developed self-awareness and ambition – ambition not only for themselves but for the communities in which they live and work.

Achievement – ‘letting your light shine’: All young people achieve things they can be proud of every day in addition to academic success and outside our school’s planned curriculum. We have a vital role in ensuring individuals develop their own talents and interests and have a responsibility to instil in them a sense of pride in who they are and what they achieve. We must recognise and celebrate these achievements.

Achievement – relationships (Starfish Principle): Excellent relationships for learning are a prerequisite for all other achievements. Relationships that result in mutual respect between young people and all other members of our school community will ensure learning can be fun in a disciplined and caring environment where the highest expectations are the norm.

**Our Staff**

Our Values extend to how we challenge, support and work with each other. All staff (support and teaching) play a crucial role in the education of young people. We all understand how our work has a direct influence on the life chances of the young people in our care. In the same way that we all have a duty of care to them, we have a duty of care to each other and have regard for each other’s professional and personal wellbeing.

The Trust Board sees all members of the Trust’s staff community as learners. They are empowered to make decisions, be creative and to lead. Mutual respect pervades all relationships working together to enhance professional learning and practice and collaboration; collegiality and a sense of team identifies how all staff work together. Staff co-operate with each other and are not in competition with each other – they are part of a team that ensures the academies throughout the Trust strengthen their positions among the best academies in the country.