

HOLY TRINITY

HEADTEACHER

Person Specification

| Qualifications and experience | How identified: A application I interview R reference |
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| This post has a genuine occupational requirement and therefore applicants are required to be at all times either a practising member of the Roman Catholic Church or a practising member of the Church of England or a Church in communion with the Church of England. | A, R |
| Graduate with qualified teacher status. | A |
| Evidence of preparation for Headship through continuous professional development. | A, R |
| Significant senior leadership experience in primary and/or secondary school(s) | A, R |
| Can evidence successful track record in school improvement. | A, I |
| Experience of having secured good and sustained student progress through their own teaching and leadership. | A, R, I |
| A sound understanding of the distinctive nature of a Catholic/Church of England school and a personal vision for its curricular, spiritual and liturgical development | |
| Personal experience of: <ul style="list-style-type: none">• Motivating, inspiring and leading staff• Safeguarding and promoting the welfare and wellbeing of all pupils and students• Strategic development planning and self-evaluation• Raising standards in learning and teaching and improving outcomes · Recruiting and developing effective teams• Effective change management. | A, R, I |
| Personal experience of developing effective and sustainable relationships and securing respect and credibility when working with the school and wider community. | A, R, I |

Leadership & Management

Leadership

1. Promote the Christian vision of the school and be able demonstrate and articulate clear values and moral purpose which are focused on providing an excellent education.
2. Lead by a Christian example, modelling integrity, creativity, resilience, and clarity
3. Demonstrate inspirational personal behaviour, positive relationships and attitudes towards pupils, staff, parents and carers, governors and members of the local community including parishes.
4. Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.
5. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.

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Managing pupils and staff

1. Lead the spiritual development of all in the school community .
2. Foster, develop and communicate compellingly the school's vision and Christian ethos and drive forward strategies which empower all pupils and staff to excel.
3. Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality and instil a strong sense of accountability in staff for the impact of their work on pupils' outcomes.
4. Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being.
5. Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.
6. Develop effective strategies for recruitment and retention to ensure a high calibre, energetic and effective staff team.
7. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
8. Identify emerging talents and coach current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
9. Hold all staff to account for their professional conduct and practice.

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| <p>Managing systems and staff</p> <ol style="list-style-type: none"> 1. Work with political and financial astuteness, within a clear set of principles centred on the school's Christian vision, ably translating local and national policy into the school's context. 2. Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose and uphold the principles of transparency, integrity and probity. 3. Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding and developing exemplary behaviour in school and in the wider society. 4. Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice. 5. Welcome strong governance and actively support the Board of Governors to understand its role and deliver all its functions effectively. 6. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources in the best interests of pupils' achievements and the school's sustainability. | <p>I</p> |

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| <p>Commitment to system wide improvement</p> <ol style="list-style-type: none"> 1. Promote an outward-facing culture working with other schools and organisations, in a climate of mutual challenge, to champion best practice and secure excellent achievements for all pupils. 2. Inspire and influence others by developing effective relationships with fellow professionals and colleagues in other public services, including parishes, to improve academic and social outcomes both within and beyond school for all pupils. 3. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools. 4. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff. 5. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability. | <p>I</p> |
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