

**Marden High School  
Headteacher  
Person Specification**



**Marden High School**  
Media Arts College

	Criteria	Essential / Desirable		Assessed by:- Application / Interview Process	
		E	D	A	I
		<b>A</b>	<b>Qualifications</b>		
1	A first degree or equivalent	√			
2	Qualified Teacher Status (QTS)	√		√	
3	NPQH and Higher Education qualification other than initial teacher training		√	√	
4	Evidence of recent and relevant training and development at headship level and/or in preparation for headship.	√		√	
<b>B</b>	<b>Professional experience and knowledge</b>				
5	Substantial experience of teaching.	√		√	√
6	Successful strategic experience of leading and managing at headship/deputy headship level in a secondary school	√		√	√
7	In depth knowledge and understanding of the wider educational agenda including current national policies and educational issues as well as the statutory and legal framework governing the operation of a school/academy	√		√	√
8	Proven track record in leading and managing staff including building a successful team, delegating effectively and implementing and managing change	√		√	√
9	Successful experience of raising standards for all with measurable outcomes as a result of one's contribution in a school in the pursuit of excellence	√		√	√
<b>C</b>	<b>Personal aptitudes, qualities and skills</b>				
10	To have high expectations and the ability to think and plan strategically to reflect, promote and deliver the school's vision, ethos, priorities and targets whilst empowering others to take them forward	√			√
11	To be articulate and approachable with excellent interpersonal skills both verbally and in writing	√		√	√
12	To have proven sound decision-making and problem solving skills combined with the ability to lead, influence and manage change	√		√	√
13	To be astute and perceptive with strong analytical skills and the ability to use sound judgement in order to anticipate and resolve conflict and issues imaginatively	√			√
14	To be proactive, innovative and versatile with a high level of drive, energy and enthusiasm, resilience, reliability, integrity and a sense of humour	√			√
15	To be able to relate empathetically to parent/carers, staff, students governors/trustees and the wider community	√			√
16	To be able to prioritise, plan and organise effectively	√			√

<b>D</b>	<b>Leading learning and teaching</b>					
17	An outstanding classroom teacher practitioner with the ability to monitor and evaluate performance continuously in order to improve the quality of teaching and learning and maintain and stretch high standards	√			√	√
18	Successful experience of positive behaviour management and development a student focused, inclusive and effective learning environment so that behaviour and attendance are outstanding	√			√	√
19	Successful experience of curriculum development along with an understanding of the issues associated with choice and flexibility to meet the personalised learning agenda.	√			√	√
20	Proven experience of the implementation of effective assessment procedures and an understanding of assessment for learning needs of all students	√			√	√
<b>E</b>	<b>Improving the life chances of children and young people</b>					
21	Recognition and promotion of the role parents, carers and families play in helping children and young people succeed and thrive.		√		√	√
22	A commitment to a student-centred approach, within an equitable and inclusive school in which the academic and personal welfare of each student is paramount		√		√	√
<b>F</b>	<b>Shaping the future</b>					
23	Experience of and commitment to working with the Governing Body to develop collaboratively a school vision which embraces excellence, high standards and inclusion.	√	√		√	√
24	Proven record of providing vision, a sense of purpose and high aspirations for a school with a determined focus on raising student achievement	√			√	√
<b>G</b>	<b>Developing self and working with others</b>					
25	To be high profile role model with a professional approach that demands excellence, confidence, trust and respect of the entire school and wider community	√				√

26	To have substantial experience of building on staff good practice and expertise so that they have the necessary skills and knowledge to raise standards, promote equality, respect diversity and challenge stereotypes to promote the rights of children and young people	√			√	√
27	To demonstrate the importance of a work life balance	√			√	√
<b>H</b>	<b>Leading and managing the organisation</b>					
28	Evidence of highly developed skills in performance management, recognising high performance and tackling underperformance through to resolution.	√			√	√
29	Successful experience of effective strategic financial and resource management to achieve educational priorities and to ensure efficiency and value for money	√			√	√
30	Evidence of the skills to harness the potential of ICT for the benefit of the school around the delivery of the curriculum and school support systems	√			√	√
31	A demonstrable understanding of the processes of safeguarding and safer recruitment and safe guarding procedures	√			√	√
32	Committed to sustain a safe, secure and healthy school environment	√			√	√
<b>I</b>	<b>Securing accountability</b>					
33	Proven successful experience of school self-evaluation and accountability and the school improvement process	√			√	√

<b>J</b>	<b>Strengthening accountability</b>					
34	Successful experience of securing and raising standards in an inclusive school and working with external agencies locally, nationally and/ or internationally.	√			√	√
35	A commitment and vision to collaboration with neighbouring schools in support of the development of the wider school community.	√			√	√
<b>K</b>	<b>Specific requirements</b>					
36	A commitment to and evidence of promoting diversity and equal opportunities within the school, curriculum and in employment practice	√			√	√