

## Specialist Leader of Education Application Criteria

***It is important that headteachers endorse the applicant's intention to apply for the role of an SLE. You are therefore required to provide a reference from your headteacher that supports your application and validates both your eligibility and capacity to perform the role. This can be provided on the application form.***

To become an SLE, you will need:

- to have been in a leadership role other than headteacher for at least 2 years.
- from any type or phase of school.
- you don't need to be in an outstanding school or a school that is part of a teaching school alliance, but your school will need to have the capacity to release you to work in other schools.
- a successful track record of working effectively within your own school and/or across a group of schools, or working with a range of leaders within a single school
- evidence of successfully using coaching and/or facilitation skills to bring about sustainable improvements
- excellent communication and interpersonal skills
- a good understanding of what constitutes 'outstanding' in your field of expertise and the ability and confidence to communicate this
- a good understanding of how your specialism and skills can contribute to wider school improvement goals
- an analytical approach in identifying and prioritising needs
- the ability to set and establish new and innovative working practices
- the ability to grow leadership capacity in others

You must have at least 1 specialism from our areas of expertise, which are based on the areas of focus in the Ofsted Common Inspection Framework (August, 2015):

Ofsted focus	Areas of expertise
Effectiveness of leadership and management	Academies; leadership of continuing professional development; school business management and financial management; leadership of curriculum
Outcomes for children and other learners	Art; closing the gap; drama; design and technology; early years; English; geography; history; information and communication technology; maths; modern foreign languages; music; phonics; physical education; personal, social and health education; religious education; science; special educational needs; support for the most able pupils
Quality of teaching, learning and assessment	Initial teacher training; assessment
Personal development, behaviour and welfare	Behaviour and discipline; attendance