

WINDSOR GIRLS' SCHOOL



Leadership Spine

PERSON SPECIFICATION

In order to undertake the post successfully it is anticipated that the following skills and qualities will be required. Selection will be made on the basis of the Person Specification with evidence drawn from the application form, the confidential references and each candidate's performance at interview.

The successful candidate will:

E: Essential D: Desirable

Professional	E	D
be a graduate with a teaching qualification, possibly be seeking or have a masters qualification, and be interested in pursuing, or have begun, NPQH	✓	
have a history of professional development relevant to the post	✓	
be an excellent classroom practitioner	✓	
have experience and proven success in raising student achievement	✓	
have an interest and knowledge of ICT both educational and administrative		✓
provide professional leadership to the work of others	✓	
have knowledge and experience of recent curriculum developments	✓	
Leadership and Management		
have strong leadership qualities with a proven record of initiating change and achieving high educational standards	✓	
have the ability and personal skills to enable others to achieve success	✓	
have genuine commitment to consultation, effective decision making and the importance of team work	✓	
have the ability to draw data from a variety of sources, analyse, synthesise and present the solution for the way forward	✓	
have the ability to contribute to strategic planning for whole school development	✓	
have the ability to motivate and inspire students, staff, parents, governors and wider community	✓	
can demonstrate good judgement and decision making	✓	
Organisation		
demonstrate concern for detail and an awareness of the impact of decision on others	✓	
have the ability to delegate in such a way that tasks are achieved and targets met	✓	
have the ability to organise and manage time effectively	✓	
be able to prioritise, plan and organise	✓	
Communication		
be able to communicate effectively orally and in writing to a range of audience	✓	
display a clear sense of vision of the role		✓
be able to build professional relationships and work sensitively with a wide variety of people	✓	
Personal		
have a love for teaching and learning and a sensitivity to young people	✓	
have integrity, optimism, flexibility, resilience	✓	
have stamina to cope with demands of the post	✓	
be adaptable to changing circumstance and new ideas	✓	
have a sense of humour	✓	
be able to relax and enjoy life too!	✓	

In addition to the above the successful candidate will be able to demonstrate the following capabilities and competencies across the three areas of **Strategic Leadership, Educational Excellence** and **Operational Management** that reflect key dimensions of highly effective leadership, as demonstrated through research evidence:

	Competency
Strategic Leadership	<p>Self awareness and self-management</p> <p>Someone who is ready for senior leadership or headship is aware of their personal strengths, weaknesses, areas for future development and understands how their own leadership behaviour impacts on others and manages this effectively. They have knowledge of their own emotional triggers, ways to manage them effectively and behave consistently in line with professional and personal values and vision.</p>
	<p>Personal drive and accountability</p> <p>Someone who is ready for senior leadership or headship is driven and focused on improvement. They are results orientated and seek to achieve the highest standards within their role through setting and striving to achieve their goals. They are self-motivated, energetic and willing to take on new challenges to improve their performance. They are decisive, work for the best interests of pupils and account for their performance to the governing body and other stakeholders.</p>
	<p>Resilience and emotional maturity</p> <p>Someone who is ready for senior leadership or headship is resilient, focused and tenacious when faced with the demands of the job and continually challenging circumstances. They are able to respond positively when managing uncertainty and adversity. They remain focused on personal and organisational values, and adhere to these, even in difficult, long-term situations.</p>
	<p>Conceptual thinking</p> <p>Someone who is ready for senior leadership or headship is able to identify patterns between potentially unrelated concepts and draw on past experience to make sense of underlying issues and understand a situation. They take a broader view and utilise additional information to create new ways of and approaches to doing things, and to come up with highly innovative ways of solving problems. They are able to simplify complex issues for others.</p>
	<p>Future focus</p> <p>Someone who is ready for senior leadership or headship continually looks ahead and identifies/ capitalises on opportunities that are likely to arise, as well as managing day-to-day challenges, and takes action to resolve these. They embrace the opportunities for change and are well able to engage others, including the governing body, to successfully bring change about and to evaluate its impact.</p>
	<p>Impact and influence</p> <p>Someone who is ready for senior leadership or headship has a positive impact on pupils, colleagues and the wider community through inspiration and persuasion to their perspective. They know when they need to negotiate to a solution. They communicate effectively, understand others' perspectives and priorities and tailor their communication to suit their audience. They lead others and bring their governing body and communities on board by articulating a compelling vision and uniting them around shared goals and objectives.</p>

Educational Excellence	<p>Delivering continuous improvement</p> <p>Someone who is ready for senior leadership or headship will have a clear vision of the central importance of leading teaching and learning in terms of driving and sustaining school improvement and creating improved life chances for pupils, their families and their community. They use their skills to quickly gain a full understanding of the overall performance of the school and make a judgment about what requires improvement. They work with the governing body and other stakeholders to successfully identify, strategically plan for and lead delivery of the necessary and appropriate improvement strategies.</p>
	<p>Modelling excellence in teaching</p> <p>Someone who is ready for senior leadership or headship will have a deep understanding of the characteristics of excellent/ outstanding teaching, informed by current research and be able to articulate this effectively to others. They will have a systematic approach to monitoring, make sound judgements about the quality of the teaching and learning across the school, and develop and deliver a wide range of improvement strategies.</p>
	<p>Learning focus</p> <p>Someone who is ready for senior leadership or headship will be passionate about learning and will embed a culture of learning for all members of the school community and foster equality of access. They have an unswerving belief that schools have a crucial role to play in changing lives, improving life chances and will monitor learning systematically to ensure progress.</p>
	<p>Partnership and collaboration</p> <p>Someone who is ready for senior leadership or headship is able to work collaboratively with a range of people in schools, governing bodies and the wider community, to build a culture of co-operation and raise achievement through partnership working. They are open to different perspectives and viewpoints as well as being able to achieve agreement on common goals and objectives and the contribution to be made across the education system.</p>
	<p>Organisational and community understanding</p> <p>Someone who is ready for senior leadership or headship has a good understanding of the power relationships in their own organisation, including the governing body, other organisations and the wider community with which they work. They are able to identify and engage with the major influencers and decision makers within the community and predict how new events or situations will affect these individuals or groups.</p>

Operational Management	<p>Efficient and effective</p> <p>Someone who is ready for senior leadership or headship will ensure that all systems and resources, including financial, human and environmental resources, are used efficiently and effectively to achieve the school's goals and in a way that maximises performance and secures value for money. They are attuned to opportunities that increase the resources available to the school and improve the way the school functions. They monitor the implementation of plans and the effectiveness of organisational structures. They take corrective action where necessary to secure required outcomes and account to the governing body and others for the school's performance. They have a broad understanding of the legal, political and technical knowledge that affect the running of a school and keep up-to-date with major changes.</p>
	<p>Analytical thinking</p> <p>Someone who is ready for senior leadership or headship collects information and data systematically from a wide variety of sources. They confidently analyse complex information and data and understand the connections between issues through breaking down opportunities and challenges into their constituent parts. They are able to break down a problem in a systematic way and establish causal relationships between issues that may or may not be obviously related, to better enable a solution to be found. Their analytical skills enable them to prioritise issues and to plan how to implement the actions necessary to achieve change and improvement.</p>
	<p>Relationship management</p> <p>Someone who is ready for senior leadership or headship is able to develop and sustain appropriate internal and external relationships, manage individuals and lead effective teams. They know about the impact of behaviour and emotions of relationships, use this knowledge to understand why others behave the way they do and take this into account when communicating and working with others.</p>
	<p>Holding others to account</p> <p>Someone who is ready for senior leadership or headship holds others to account by clearly communicating expectations, and gives constructive and specific feedback. They ensure goals or objectives are achieved by getting others to do what is asked of them even if it involves tough or unpopular decisions. These choices or actions will always be instigated with the best interests of pupils/students and the school in mind.</p>
	<p>Developing others</p> <p>Someone who is ready for senior leadership or headship develops others so that they develop leadership potential where possible. They ensure succession planning is in place and learning and development needs are addressed. This involves continually seeking out opportunities to support and develop colleagues so they perform at their best.</p>