**Head teacher Person Specification**

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| **Education and Qualifications** | **Essential or Desirable** | **Evidenced by** |
| Qualified Teacher Status and currently on Leadership Scale | E |  | Application |
| Evidence of recent and relevant personal professional development / NPQH | E |  | Application |
| Evidence of further degree/post graduate study / wider relevant experience |  | D | Application |
| **Experience** | **Essential or Desirable** | **Evidenced by** |
| At least 5 years’ experience of successful classroom teaching with good understanding of Key Stage 1 and 2 and EYFS | E |  | Application/InterviewReference |
| Experience of Headship or Deputy Headship with a track record of achievement. | E |  | Application/InterviewReference |
| Experience of leading curriculum areas and initiatives | E |  | Application/InterviewReference |
| Experience of school development planning, writing, delivering, and monitoring using assessment data to inform decision making | E |  | Application/InterviewReference |
| **Leading Teaching and Learning** | **Essential or Desirable** | **Evidenced By** |
| Ability to see the “bigger picture” as distinct from practical details and lead whole-school initiatives/managing change | E |  | Application/InterviewReference |
| Understand what is required to be rated Outstanding by Ofsted and be able to analyse pupil data to develop strategic plans, set targets and monitor/evaluate progress.  | E |   | Application/InterviewReference |
| Maintain and develop strategies for raising achievement and excellence in pupils, staff and self and challenge underperformance. | E |  | Application/InterviewReference |
| Understand the key elements necessary to achieve an effective learning environment through a creative and innovative curriculum including successful behaviour and attendance management  | E |  | Application/InterviewReference |
| Promote a culture of Continuing Professional Development (CPD)  | E |  | Application/InterviewReference |
| Ensure inclusion, diversity and access for all |  E |  | Application/InterviewReference |
| **Developing Self and working with Others** | **Essential or Desirable** | **Evidenced by** |
| Be self-motivated, charismatic, ambitious, enthusiastic, and challenging to self and others demonstrating leadership which is open, approachable, welcoming and recognises the value of a sense of humour | E |  | InterviewReference |
| Work as a confident communicator, able to listen and respond with a range of audiences and give/receive effective feedback and act to improve personal performance | E |  | InterviewReference |
| Effective decision maker with good judgment on when to modify and when to maintain a position able to manage change, resolve conflicts and empower individuals and teams. | E |  | InterviewReference |
| Ability to take the initiative and also to build a team with professional resilience e.g. emotional intelligence, self-awareness, able to admit own mistakes  | E |  | InterviewReference |
| Excellent time management, understanding when best to delegate with the ability to manage workloads | E |  | InterviewReference |
| Proactive attitude to technology to support the curriculum and, as a communication and management tool to enable open and effective oral and written communication using a variety of media. | E |  | InterviewReference |
| Involvement in presenting CPD training or performance monitoring |  | D | InterviewReference |
| Collaborate and network with others beyond the school  |  | D | InterviewReference |
| Understand the importance of working with governors to enable them to fulfil their responsibilities | E |  | InterviewReference |
| **Managing the Organisation** | **Essential or Desirable** | **Evidenced by** |
| Make professional, managerial and organisational decisions based on informed judgements | E |  | Application/InterviewReference |
| Understand legal issues relating to managing a school including child protection procedures, equal opportunities, race relations, disability, human rights and employment legislation  | E |  | Application/InterviewReference |
| Demonstrate an excellent understanding of strategic financial planning, budgetary management and application of principles of best practice | E |  | Application/InterviewReference |
| Able to work closely with the governing body to ensure the schools continued success and effectiveness | E |  | Application/InterviewReference |
| Develop and sustain a safe, secure and healthy school environment by understanding personnel, governance, security and access issues | E |  | Application/InterviewReference |

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| **Securing Accountability** | **Essential or Desirable** | **Evidenced by** |
| Apply principles and practice of quality assurance systems including school review, self-evaluation, performance management and stakeholder and community involvement. | E |  | Application/InterviewReference |
| Abide by educational frameworks, including governance  | E |  | Application/InterviewReference |
| Use a range of evidence, including performance data and external evaluations to improve school life, including challenging poor performance  |  E |  | Application/InterviewReference |
|  **Strengthening Community** | **Essential or Desirable** | **Evidenced by** |
| Work in partnership with parents, governors and the wider community  | E |  | Application/InterviewReference |
| Utilise the wider curriculum beyond schools and the opportunities it provides for pupils and the school community  |  | D | Application/InterviewReference |
| **Shaping the Future** | **Essential or Desirable** | **Evidenced by** |
| Think strategically by building, communicating and implementing a shared vision of excellence, equity and high standards for every pupil  | E |  | Application/InterviewReference |
| Inspire and motivate staff, pupils, parents and governors to achieve their full potential | E |  | Application/InterviewReference |
| Recognise the increasing role of new technologies in the development and progress of the school  |  | D | Application/InterviewReference |
| Demonstrate political insight and anticipate trends that impact on the school community |  | D | Application/InterviewReference |
| **Safeguarding** | **Essential or Desirable** | **Evidenced by** |
| Demonstrate a commitment to safeguarding and the welfare of every child and staff member with particular focus on the protection of vulnerable individuals of children and young people  | E |  | Application/InterviewReference |

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***Please note this post is also subject to a satisfactory enhanced DBS disclosure***