



ST JOSEPH'S CATHOLIC PRIMARY SCHOOL

Head of School - Person Specification

Ref	Criteria	E/D	App	Ref	Int
Qualifications and Training					
Q1	A qualified teacher (QTS) with a good honours degree or equivalent	E	✓	✓	
Q2	Senior Leadership experience	E	✓	✓	
Q3	Evidence of recent and relevant training and development at leadership level or in preparation for headship	E	✓		
Q4	Practising Catholic	E	✓		✓
Q5	Holds CCRS	D	✓		
Professional Experience and Knowledge					
P1	Successful teacher with a proven track record of achieving high standards	E	✓	✓	✓
P2	Experience of teaching and leading in urban settings	E	✓	✓	✓
P3	Sustained, successful leadership at a senior level preferably in a variety of contexts and in more than one school	E	✓	✓	✓
P4	Proven track record in leading and managing staff to support successful outcomes for a wide ability range of children	E	✓	✓	✓
P5	Knowledge and understanding of the wider educational agenda including current national policies and educational issues	E	✓		✓
P6	Evidence of successfully developing a team or teams of professionals, delegating effectively and managing change	E	✓	✓	✓
P7	Experience of/understanding of ITT and developing a professional learning programme that is responsive to the needs of a range of partners within a Teaching School alliance	D	✓		✓
P8	Experience of working with and advising the Governing Body to enable it to fulfil its role and statutory obligations	D	✓	✓	✓



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Shaping the future					
S1	Able to promote and nurture a shared ethos (beyond academic excellence) which underpins all aspects of school life	E	✓	✓	✓
S2	Ability to inspire, challenge, motivate and empower others to carry forward a shared vision for school improvement	E	✓	✓	✓
S3	Ability to develop and implement strategic level plans	E	✓	✓	✓
S4	Experience of (D), and commitment to (E) , working with the Governing Body and all stakeholders to develop a shared school vision	E/D	✓	✓	✓
Leading learning and teaching					
T1	Is passionate about learning and seeks to create an inspirational learning environment	E	✓	✓	✓
T2	An outstanding teacher with the ability to monitor and evaluate performance continuously in order to improve the quality of teaching and further raise standards	E	✓	✓	✓
T3	Is confident in judging lessons and effective in giving feedback to colleagues resulting in improvement	E	✓	✓	✓
T4	Is able to implement strategies that improve teaching and learning in a sustained way and challenge underachievement	E	✓	✓	✓
T5	Successful experience of curriculum development together with an understanding of the issues associated with choice and flexibility to secure personalised learning for all	E	✓	✓	✓
T6	Has successfully used feedback and data to raise achievement of children and improve teacher effectiveness	E	✓	✓	✓
T7	Successful experience of positive behaviour management and development of a child focused, inclusive learning environment so that behaviour and attendance is outstanding	E	✓	✓	✓
T8	Embraces new technology in education and understands the impact of ICT for the future of learning and teaching	E	✓	✓	✓
T9	Ability to provide spiritual leadership	E	✓	✓	✓
Developing self and working with others					
D1	To be a role model of best practice, with a professional demeanour that engenders confidence, trust and respect in others	E	✓	✓	✓
D2	Evidence of successful, harmonious collaboration with a range of people in achieving agreed outcomes	E	✓	✓	✓
D3	Motivated to develop self and actively seeks out feedback	E	✓	✓	✓
D4	Able to identify strengths in others and support and coach others to develop themselves	E	✓	✓	✓
D5	Able to develop organisation wide strategies for development of people	E	✓	✓	✓
D6	Proven success in promoting equality, respecting diversity and challenging stereotypes so as to promote the rights of children	E	✓	✓	✓
D7	Able to understand the importance of a work life balance	E	✓	✓	✓



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Leading and managing the organisation					
L1	Evidence of successful leadership of whole school initiatives leading to improved standards	E	✓	✓	✓
L2	A proven track record of leading others to success, sustaining and developing a culture of collaboration, knowledge sharing and celebration of success, accepting responsibility for outcomes	E	✓	✓	✓
L3	Is well informed, shows evidence of keeping up to date in interpreting curriculum developments and is familiar with government initiatives and their relative importance	E	✓	✓	✓
L4	Evidence of highly developed skills in performance management, recognising high performance and tackling underperformance through to resolution	E	✓	✓	✓
L5	Successful experience of strategic financial and resource management, ensuring efficiency, value for money and supporting the best educational outcomes	D	✓	✓	✓
L6	An in depth understanding of the latest school inspection frameworks and the ability to prepare staff and evidence to realise the best judgements possible	E	✓	✓	✓
L7	Evidence of the skills to harness ICT for the benefit of the school with regard to the delivery of the curriculum and school support systems	E	✓	✓	✓
L8	Experience and understanding of the recruitment process to ensure the appointment and retention of the highest quality staff, including all safer recruitment and safeguarding procedures	D	✓	✓	✓

L9	Understanding legislation with regard to Health and Safety, such that the school meets its statutory requirements and is a safe environment for learning, promoting the well-being of staff and children	D	✓	✓	✓
L10	Able to sustain a safe, secure and healthy school environment including maintenance of buildings and the school environment	D	✓	✓	✓
L11	A commitment to the concept of an inclusive school, underpinned by equal opportunities, in which the academic and personal welfare of each student is paramount	E	✓	✓	✓

Securing accountability

SA1	Proven successful experience of school self-evaluation and accountability and the school improvement process	E	✓	✓	✓
SA2	Knowledge and experience of statutory educational frameworks including Governance (D) and Ofsted (E)	D/E	✓	✓	✓
SA3	Success in developing curriculum, providing successful leadership of resources, while securing best value	E	✓	✓	✓
SA4	Able to use a range of evidence, including performance data, to support, monitor, evaluate and improve the work of the school.	E	✓	✓	✓
SA5	Able to engage stakeholder and community engagement in, and accountability for, the success of the school's performance	D	✓	✓	✓

Strengthening community

C1	A commitment to, and evidence of, promoting diversity & equal opportunities within the school, curriculum and possibly in employment practice	E	✓	✓	✓
C2	Evidence of building effective relationships with parents, carers, partners and the community, that enhances the education of all children	E	✓	✓	✓
C3	Able to reflect and act on community feedback	E	✓	✓	✓
C4	Successful experience of securing and raising standards in an inclusive school and working with external agencies locally and nationally	E	✓	✓	✓



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C5	A commitment and vision to collaborate with the teaching school alliance to develop the wider school community and systems leadership	D	✓	✓	✓
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Professional qualities, skills and abilities					
AB1	Has the enthusiasm, initiative and commitment to ensure good practice is embedded throughout the school, through leading, influencing and modelling behaviour	E	✓	✓	✓
AB2	The ability to think and plan strategically to promote the school's vision, ethos and values	E	✓	✓	✓
AB3	Is well organised, able to plan, prioritise and delegate effectively	E	✓	✓	✓
AB4	Is articulate and approachable with excellent communication skills both verbally and in writing	E	✓	✓	✓
AB5	Has strong interpersonal skills and self-awareness, adapting to situations and carefully managing professional relationships	E	✓	✓	✓
AB6	Has proven sound decision-making abilities based on ability to analyse and interpret information	E	✓	✓	✓
AB7	Has presence and visibility as a leader, demonstrating optimism, resilience with a well-developed sense of proportion	E	✓	✓	✓
AB8	Has the ability to tackle difficult situations and make difficult decisions, conveying outcomes clearly and with sensitivity	E	✓	✓	✓
AB9	Is able to relate well to parents/carers, staff, governors, partners and the wider community	E	✓	✓	✓

Personal Capabilities					
PC1	Motivation – has an urgent and compelling need to improve opportunities for children	E	✓	✓	✓
PC2	Emotional resilience – ability to sustain energy, optimism and motivation in the face of pressure and setbacks. This is founded on a positive outlook and the capacity for emotional self-control	E	✓	✓	✓
PC3	Community engagement and external orientation – the desire to understand and engage with the community	E	✓	✓	✓
PC4	Leadership – the motivation and ability to use the talents of all staff, through motivation, delegation and empowering others	E	✓	✓	✓
PC5	Strategic thinking – the capacity to bring focus and clarity to the task	E	✓	✓	✓
PC6	Consistency and accountability – a strong sense of consistency and integrity, with high standards for oneself and the organization, combined with the capacity to hold others to account for high standards of performance	E	✓	✓	✓
PC7	Influence – ability to persuade and influence others through personal presence and based on understanding the aspirations and reactions of others	E	✓	✓	✓
PC8	Confidence and personal authority – the capacity to act decisively and appropriately	E	✓	✓	✓