



DERBYSHIRE COUNTY COUNCIL

## REPTON PRIMARY SCHOOL

### APPOINTMENT OF HEAD TEACHER

#### Person Specification

<b>Measurements: A = Application I = Interview R = Reference</b>	
<b>Qualifications</b> <ul style="list-style-type: none"> <li>DfE recognised qualified teacher status/Qualified Teacher Learning and Skills (QTLS) status and registered with the Institute for Learning (IFL)</li> <li>Appropriate leadership and management training, accreditation or qualifications, which may include NPQH, are considered desirable</li> </ul>	A A, I
<b>Experience</b> <ul style="list-style-type: none"> <li>Significant recent and relevant experience as a Head Teacher, Deputy or Assistant Head Teacher</li> <li>A recent senior leadership post for at least 3 years</li> <li>A proven track record of successful leadership</li> <li>Successful experience of raising achievement</li> <li>Working with and engaging the involvement of external partners and the local community</li> <li>Successful teaching of pupils in the primary phase</li> <li>Planning, determining and organising major curriculum areas</li> </ul>	A, I, R A, I A, I, R I, R A, I A, R A, I
<b>Knowledge and Understanding</b> of current issues and best practice including: <ul style="list-style-type: none"> <li>Safeguarding children and young people</li> <li>What constitutes a good/outstanding school</li> <li>The process of strategic planning and school self-evaluation</li> <li>Ways to communicate and translate a shared vision into practice</li> <li>Leading the management of change</li> <li>Application of new technologies to teaching, learning and management</li> <li>Comparative data and performance indicators to establish benchmarks and set targets for improvements</li> <li>National policy framework and current educational legislation and initiatives</li> <li>Principles of effective teaching and assessment for learning</li> <li>Roles and responsibilities of Governing Body, LA and of the requirements for accountability</li> <li>School budget management and financial responsibilities</li> <li>Strategies for fostering school improvement, including attendance and behaviour for learning</li> <li>Equal opportunities and commitment to their pursuit</li> <li>Legal issues relating to school management</li> </ul>	A, I I A, I A, I I I I A, I I I A, R I I I

<b>Measurements: A = Application I = Interview R = Reference</b>	
<b>Personal and Professional Qualities</b>	
• Commitment to the welfare and safeguarding of young people	I
• Strong personal motivation and drive	I, R
• A genuine enthusiasm for, and commitment to, the development of young people, and concern for the development of colleagues and members of the wider school community	I
• The ability to inspire, motivate staff, students and the wider community and engage their active commitment to your vision	I,R
• Commitment to ensuring inclusion, addressing diversity and access	A, I
• Commitment to own personal and professional development and that of all staff	A,I
• High order analytical and problem solving skills and the ability to make informed judgements	I
• Excellent communication skills in a variety of media to a range of audiences including students, parents/carers, colleagues and the wider school community	A,I
• The ability to project the school in a positive way and establish the school at the heart of the community	I
• The ability to engage parents and carers in supporting children's learning	I,R
• The ability to fill the role of lead professional in classroom practice	R
• Commitment to an open, collaborative style of management	I
• Evidence of collaborative working and networking with others, within and beyond the school to build and sustain a learning community	A,I
• The ability to understand and appreciate the school's current strengths and the ways in which these might be further developed	I
• The ability to form and maintain appropriate relationships and personal boundaries with young people	I,R

September 2017