



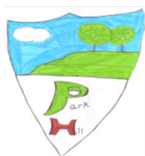
‘WE AIM TO BRING OUT THE BEST IN EVERYONE’

**Park Hill Primary School
Alcester Road
Moseley
Birmingham
B13 8BB**

Deputy Head Teacher

Information for Applicants





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Deputy Head Teacher
Leadership scale: L16 - L20 £57,077 – £62,863,
Permanent and full time

Park Hill Primary School, Alcester Road, Moseley, Birmingham, B13 8BB

Tel: 0121 449 3004,

Chair of Governors: Chris Lawrence-Pietroni, Head Teacher: Mrs Kalsom Khan

Required for 1 September 2018

At Park Hill we aim to bring out the best in everyone.

**DO YOU HAVE THE SPIRIT, EXPERTISE AND COMMITMENT TO HELP US ACHIEVE OUR
AMBITIOUS GOALS ON OUR SCHOOL IMPROVEMENT JOURNEY?**

The Board of Governors is seeking a visionary leader who believes, like us, that every child at Park Hill is capable of achieving great things. This is an excellent opportunity for someone who has a proven track record of strategic school improvement across the primary range. The successful candidate will relish the chance of leading in a diverse, multi-faith community school and will have excellent pastoral and communication skills to work effectively with our parents and other stakeholders.

Park Hill received an RI judgement from Ofsted in March 2017 and we are determined to demonstrate rapid improvement.

Could you work in collaboration with the Head Teacher to provide vision, direction and leadership for Park Hill?

Candidates should be able to demonstrate:

- Consistently excellent classroom provision resulting in high levels of pupil enjoyment and progress.
 - Dedication to leading and promoting high quality teaching and learning.
- An ability to identify school improvement priorities and strategically planning for their development.
- The ability to lead by example, embedding excellent practice and being committed to meeting the learning needs of all children.
 - Effective use of pro-active approaches to behaviour management

The specific brief will be dependent upon the individual strengths and competencies of the applicant.

We offer:

- Hardworking, responsive pupils.
- Staff committed to high standards of teaching and learning.
- Active Governors who are committed to their role as strategic leaders.
- Parents who are willing to work in partnership with the school to raise standards.
- A compassionate and inclusive school serving a diverse community.

The vacancy arises upon the retirement of the Deputy Head Teacher.

Park Hill is a three-form entry, inner city primary school with a nursery. There are currently 582 pupils on roll. The children are aged between 3 and 11 years and come from a wide range of social and economic backgrounds. Park Hill is an inclusive school, serving a multi-cultural, socially diverse community.

Closing Date: Wednesday 28 February 2018 at 9am

Informal visits to the school are encouraged; these will take place on Monday 12 February at 10.00am or 1.30pm, Friday 15 February at 10.00am and Wednesday 14 February at 10.00am and can be arranged by contacting Mrs Hill on 0121 449 3004.

Applications should be returned to:

Performance, Engagement & Commissioning Services, PO Box 16461, Birmingham, B2 2DB
or via email to CSURecruitment@birmingham.gov.uk





PARK HILL PRIMARY SCHOOL

Park Hill is a three-form entry, inner city primary school with a nursery. There are currently 582 pupils on roll. The children are aged between 3 and 11 years and come from a wide range of social and economic backgrounds. Park Hill is an inclusive school, serving a multi-cultural, socially diverse community.

This school is committed to safeguarding and promoting the welfare of children and expect all staff and to share this commitment. Park Hill is a compassionate school and working on the UNICEF Rights Respecting Schools programme. At Park Hill we aim to bring out the best in everyone. We believe that every child at Park Hill is capable of achieving great things.

In March 2017, the school received a 'Requires Improvement' judgement from Ofsted and is striving to make rapid improvements to return to 'Good'. All staff and Governors are committed to this aim. The key issues relate to Early years and Key Stage one outcomes.

ACCOMMODATION

The main school entrance is situated on a main road, Alcester Road and has a second pedestrian entrance on Trafalgar Road. It was opened in 1954, has a separate Nursery building and was gradually expanded from 2 form to 3 form, in 2011, as part of the LA's Primary school expansion programme, due to the rise in birth rate. Year one and Year 6 classrooms are in the new build. The birth rate has declined such that the school may return to 2 form entry in the future.

There is a field at the Trafalgar Rd part of the school site, with a MUGA and 3 playgrounds; Year 1 and Reception have their own separate playground and there is one large playground for the remaining year groups.

There is a small staff car park at the main school entrance for eleven cars and a disabled parking space.

THE GOVERNING BODY

The school is governed, in accordance with an Instrument and Articles of Government, by a governing body of 15 members, comprising:

- 7 Parent Governors
- 1 Governor appointed by the Authority
- 1 Staff Governor
- 5 Co-opted Governors and
- The Head Teacher

There are also two Associate Governors at present and the Senior Leadership Group are invited observers.

The head teacher automatically becomes a member of the governing body unless he or she elects otherwise and notifies the Clerk of the governing body in writing of his or her decision not to become a member of the governing body.



The governing body must meet at twice a term and these are evening meetings.

It is expected that the governors will take an active interest in the life of the school and will be invited to all appropriate school functions.

STAFFING

Teaching Staff

Teacher staffing for each academic year is determined by the governing body in the light of the school's formula funded budget during the preceding Spring Term. The School Leadership Group (SLG) consist of the Head teacher, a Deputy Head teacher and two Assistant Head teachers. The Senior Leadership Team (SLT) incorporates middle leaders with SLG; there are four middle leaders in SLT.

The teaching staff establishment for 2017/18 is head teacher plus 27 teachers.

School-Based Support Staff

The school-based support staff currently includes school admin team, including a Business Manager, classroom-based support staff and a non-residential Building Services Supervisor. Cleaning, catering and ground maintenance staff are provided by the contractor selected under arrangements for compulsory competitive tendering.

BUDGET

The delegated budget for 2017/18 is £2, 657,857. In addition, we have a Pupil Premium allocation of £305, 500.

ORGANISATION AND CURRICULUM

We have a broad and balanced curriculum that is designed to engage learners, gives opportunities to apply English and Maths skills and is enriched with visits and visitors, in order to provide children with first-hand experiences. Maths Mastery has been introduced in Reception and Year 1 this year and will continue to feed through the rest of the school over time. Links to compassion, UNICEF and British values are incorporated into the medium term planning.

Religious education is provided in accordance with the Authority's "Agreed Syllabus". The religious beliefs of all pupils and their parents are respected, and appropriate arrangements are made for the withdrawal of pupils from RE lessons and acts of worship, when parents request this.

SAT results are contained in Appendix 3.

SAFEGUARDING, PASTORAL CARE AND DISCIPLINE

There are 6 trained Designated Safeguarding Leads; the Head teacher, Deputy Head teacher, 2 Assistant Head teachers, SENCO and EYFS leader.

The school has an established behaviour and discipline policy, which requires that pupils should be required to regulate their conduct through self-discipline. Where self-discipline is inadequate a variety of sanctions may be imposed for misconduct, but corporal punishment is not permitted under any circumstances.

The pastoral team consists of the SENCO, BeCO, Senior Learning mentor and a Learning mentor, the Attendance Leader and the Head teacher.



PARTNERSHIP MONITORING, ADVICE AND SUPPORT

Park Hill is part of Greet Teaching School Alliance and is supported by BEP in its' school improvement work.

The school works collaboratively with the STEP (Stronger Together Education Partnership) group of schools, which consists of 3 Primary schools (Park Hill, Kings Heath and Wheelers Lane) and 4 Secondary schools (Kings Heath Boys, Queensbridge Secondary, Swanshurst Girls and Wheelers Lane Technology College) and carry out annual Peer to peer reviews together.

EDUCATION FOR A MULTI-CULTURAL SOCIETY

The LA, as an integral part of its policy for 'Education for a Multi - Cultural Society' is committed to the promotion of justice and racial equality through the establishment of a strong multi-cultural perspective in all its schools. This is to be achieved through the implementation of three major objectives:

- Preparing all pupils for life in a multi-cultural society, building upon the strengths of cultural diversity;
- Providing for the particular needs of children, having regard to their ethnic, cultural and historical background.
- Being aware of and countering racism and the discriminatory practice to which it gives rise.

85% of our pupils are of the Islamic faith, with 55% of Pakistani origin. The remainder of the school community is made up of a wide variety of faiths, ethnic backgrounds and cultures.

Inclusion

Park Hill is an inclusive school; children with a wide range of Special Educational Needs and Disabilities attend our school. We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice. We work closely with parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices and providing regular feedback on their child's progress. We also work effectively with and in support of outside agencies when the pupils' needs cannot be met by the school alone. Some of these services include Pupil and School Support (PSS), Educational Psychology Service, Communication and Autism Team (CAT), Community Paediatricians and Speech and Language Therapy.

PARENT/TEACHER LINKS

We have a 'Friends of Park Hill' parents group who fundraise for the school and are involved in school events over the year.

There are 3 parents' evenings over the year and parents are welcome to arrange for meetings with teachers individually when required, by prior arrangement.

All school leaders meet with families on the playground before and after school and have well established relationships with the school community.

Parents are supportive of the charity work that the school and the wider community undertakes; our current school charity is Birmingham Children's Hospital.



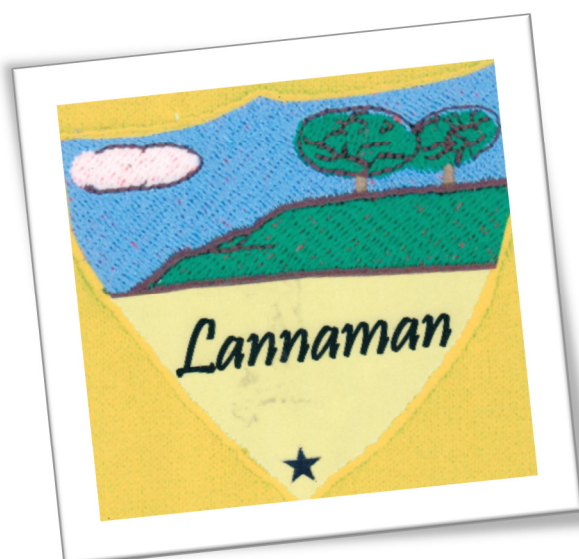
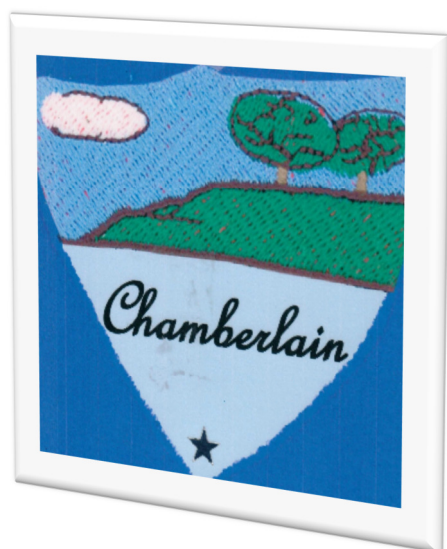
LINKS WITH THE COMMUNITY

The School has been involved with an elderly residential home, the local housing association and Balsall Heath carnival and wishes to develop community links further.

OTHER EXTERNAL SUPPORT SERVICES

Support staff such as Malachi Counsellors, school nurses, Educational psychologists, social workers and others work closely with the school to support our families.

SCHOOL HOUSE COLOURS





SCHOOL DATA

There were new tests in 2016 for Year 2 and Year 6, with an interim framework in place. As a result, 2016 and 2017 results cannot be compared with previous years.

Key Stage 2 (Year 6) results:

	School 2017	National 2017	School 2016	National 2016
Reading, Writing, Maths combined	49%	61%	51%	53%
Reading	56%	72%	63%	66%
Writing	74%	76%	71%	74%
Maths	59%	75%	69%	70%
Spelling, Punctuation and Grammar	79%	77%	86%	72%

Our results were in line with National figures in 2016, except in SPAG where the school performed better than national figures. Reading and Maths are below in 2017 with Writing and SPAG in line with national figures.

Key Stage 1 (Year 2) results:

	School 2017	National 2017	School 2016	National 2016
Reading, Writing, Maths combined	53%	64%	43%	60%
Reading	63%	76%	54%	74%
Writing	59%	68%	48%	66%
Maths	65%	75%	58%	73%

Key stage 1 results have improved in 2017.

Phonics check results (Year 1)

2015	2016	2017	National 2017
54%	72%	78%	81%

Phonics check results continue to improve for the third year and are closer to national figures.

Reception :

Children who reached a Good Level of Development:

2014	2015	2016	2017	National 2016
47%	57%	56%	67%	71%

Reception results have improved in 2017 and are closer to national figures.

ATTENDANCE :

	2012-13	2013-14	2014-15	2015-16	2016-17
Overall Attendance	95.08%	95.65%	95.6%	94.46%	95.01%



Previous results (cannot be compared with 2016 and 2017 results):

Key Stage 1 (End of Year 2) results:

		Park Hill School 2013	Park Hill School 2014	Park Hill School 2015
Reading	Level 2c+	85%	85%	85%
	Level 2b	76%	74%	75%
	Level 3	18%	20%	21%
Writing	Level 2c+	80%	75%	76%
	Level 2b	62%	62%	63%
	Level 3	15%	15%	19%
Maths	Level 2c+	89%	85%	85%
	Level 2b	71%	71%	69%
	Level 3	11%	14%	17%

(The national expectation for the end of Year 2 was level 2b)

KS1 PROGRESS

In 2015, Pupils' progress from their prior attainment at the end Reception, shows that most pupils made expected or better progress in Reading, Writing and Maths

KEY STAGE 2 : Year 6 results:

		2013	2014	2015
READING	Level 4+	80%	87%	82%
	Level 5	35%	43%	37%
	Level 6	2%	2%	0%
WRITING	Level 4+	77%	83%	85%
	Level 5	19%	33%	37%
	Level 6	2%	3%	5%
Spelling, Punctuation & Grammar	Level 4+	77%	74%	86%
	Level 5	50%	47%	63%
	Level 6	5%	2%	5%
MATHS	Level 4+	77%	85%	80%
	Level 5	43%	63%	39%
	Level 6	8%	5%	2%

L4 in both Reading, Writing and Mathematics

The proportion of pupils attaining the age related Level 4 in both English and Mathematics:

	2013	2014	2015
Level 4 and above in Reading, Writing and Maths	68%	77%	72%



	2013		2014		2015	
	2 levels+	3 levels+	2 levels+	3 levels+	2 levels+	3 levels+
READING	91%	41%	96%	49%	90%	31%
WRITING	96%	42%	98%	53%	100%	61%
MATHS	95%	47%	96%	49%	86%	35%

KS2 PROGRESS

Children were expected to make 2 levels progress over KS2 (Year 3 to Year 6).

Value Added data

Schools are given a Value Added figure (VA) to show the amount of progress children have made from the end of year 2 to the end of Year 6. If the children have made expected progress the school is given a VA of 100. If a VA figure of over 100 is achieved, children are making better than expected progress.

	2013	2014	2015
All subjects	101.4	101.7	100.2
Reading	100.7	101.5	99.5
Writing	100.8	101.6	101
Maths	102	101.8	100.1

Children who receive Free School Meals had a Value Added figure of 100.9 in 2013, 102 in 2014 and 99.8 in 2015. 100 was the national average.



Deputy Head Teacher: Park Hill Primary School

JOB DESCRIPTION

January 2018

Leadership pay range: L16-20

Introduction and context

The role is permanent and full-time.

The main focus of the work is on the leadership of the school.

Deputy Headteacher appraisal objectives will be focused on the impact of work in the key focus area: leadership of the school (3 objectives).

*The job description should be read in conjunction with the **National Standards of Excellence for Headteachers (2015)** which define high standards within a self-improving school system. These standards are not duties and responsibilities but intended as guidance to underpin best practice.*

1. CORE PURPOSE

1.1 LEADERSHIP OF THE SCHOOL

- To assist the Headteacher (HT) in providing professional leadership and management for the whole school
- To undertake the professional duties of a HT in the event of her absence from the school
- To ensure pupils' safeguarding, child protection and welfare
- To provide professional and inspirational leadership for the school, ensuring that it is managed and organised to meet its statutory requirements, aims and targets
- To work within the school leadership group (SLG) providing high quality, optimum standards and high achievement in all areas.
- To have responsibility for named areas of the School Improvement Plan (SIP) – possibly varying from year to year, dependent upon the school's needs
- To carry out the professional duties of a teacher meeting the Teachers' Standards.

2. DUTIES AND RESPONSIBILITIES

2.1 LEADERSHIP OF THE SCHOOL

2.1.1 General – school-focused

- 2.1.1.1 Act in accordance with legislation and local and national guidance affecting the conduct of the school particularly in relation to child safeguarding, health, safety and security matters, data and financial management, confidentiality, equalities and employment rights.
- 2.1.1.2 Deputise for the HT.
- 2.1.1.3 Be available to meet with various stakeholders when requested.
- 2.1.1.4 Ensure that the day-to-day organisation of the school follows agreed collective policy and runs smoothly, identifying any areas of weakness for improvement.
- 2.1.1.5 Implement the aims of the school, consulting and liaising with staff, to ensure that agreed policies are carried out.
- 2.1.1.6 Emphasise the benefits of a multi-ethnic school, strongly opposing any form of racism or prejudice and promoting equality of opportunity in terms of gender, ethnicity, religion, class and disability.
- 2.1.1.7 Set an example of personal integrity and a highly professional attitude to work, assisting all staff to maintain positive attitudes and excellent teamwork.

2.1.2 Strategic direction

- 2.1.2.1 Work with the HT, Governors and staff to define and implement the school's strategic direction.
- 2.1.2.2 Work with all stakeholders to create a shared vision and strategic plan which is responsive to the school's community and inspires everyone to achieve well.
- 2.1.2.3 Work with staff to translate the vision into agreed objectives and operational plans to drive forward school improvement.

- 2.1.2.4 Demonstrate the vision, values and principles of the school in everyday work and practice.
- 2.1.2.5 Motivate all staff to create a shared culture, positive ethos and high ambition so that they are engaged and professionally fulfilled.
- 2.1.2.6 Lead and manage change effectively and efficiently, ensuring that the school represents value for money.
- 2.1.2.7 Ensure the school is prepared for external review.
- 2.1.2.8 Ensure that the school's performance targets are realistic and achievable but also challenging.
- 2.1.2.9 Assist the Governing body in developing the school's strategic plan by contributing actively to the SIP and ensuring that whole school and personal objectives are achieved.
- 2.1.2.10 Work within the SLG to ensure that staff, parents and pupils are regularly consulted about school policy and practice.

2.1.3 Leadership and management

- 2.1.3.1 Lead by example, providing inspirational and purposeful leadership for all stakeholders.
- 2.1.3.2 Demonstrate excellent leadership skills; for example, in terms of delegation, prioritising, influencing, decision-making and holding to account.
- 2.1.3.3 Ensure that school policies and practices take account of national, local and school data including research evidence, inspection outcomes and the findings of the school's own self-evaluation.
- 2.1.3.4 Ensure that the physical environment is of the highest quality, makes a strong contribution to pupils' learning and is fit for purpose in terms of its safety, security and organisation.
- 2.1.3.5 Maintain a close daily contact with the SLG, the school leadership team (SLT) and staff to facilitate good communication.
- 2.1.3.6 Take a shared role (with the SLG) in school self-evaluation.
- 2.1.3.7 Work within the SLG to gain a joint overview and leadership of the curriculum, assessment and the development of pupils' skills.
- 2.1.3.8 Support the leadership and management of recruitment processes, working with the HT
- 2.1.3.9 Assist the HT in ensuring that staff are deployed appropriately and effectively, following school policy including arrangements for PPA, cover and leadership time.
- 2.1.3.10 Assist the HT in dealing with the specific stages of any difficult staffing issues such as teamwork, competence or discipline providing a coaching or mentoring approach which sets clear expectations for staff.
- 2.1.3.11 Support middle and senior leaders in the completion and evaluation of action plans.
- 2.1.3.12 Draw up timetables and rotas in order to achieve optimum staff deployment and use of resources.
- 2.1.3.13 Contribute to the professional development of staff through coaching and mentoring, demonstrating effective practice, good advice and feedback.
- 2.1.3.14 Lead staff meetings and CPD as necessary, assisting senior and middle leaders to ensure positive impact.

2.1.4 Teaching and learning

- 2.1.4.1 Create a culture which focuses on securing and sustaining outstanding teaching and learning.
- 2.1.4.2 Ensure that barriers to learning are overcome for vulnerable groups of children and track and monitor their progress regularly.
- 2.1.4.3 Lead the monitoring and evaluation of pupils' academic standards and progress with the HT.
- 2.1.4.4 Lead the monitoring and evaluation of pupils' personal, social and spiritual growth and development with the HT.
- 2.1.4.5 Implement strategies which secure high standards of pupils' behaviour and attendance.
- 2.1.4.6 Ensure personal knowledge of the strengths and weaknesses in teaching and learning and take appropriate and rapid action if concerns are raised.
- 2.1.4.7 Undertake teaching responsibilities as necessary but being prepared to use some of the remaining time to coach and mentor staff or to support the school at crucial times.

- 2.1.4.8 Demonstrate teaching and leadership skills which lead to pupils making good and outstanding progress in relation to their prior attainment, so that they do as well or better than similar pupils nationally.
- 2.1.4.9 Contribute to data analysis and evaluation.
- 2.1.4.10 Keep abreast of current developments in education generally and leadership and management in particular.
- 2.1.4.11 Assist in producing a harmonious working ethos, taking a full and active part in establishing good order and discipline and positive attitudes amongst pupils.
- 2.1.4.12 Assist the SLG with the supervision of pupils at lunchtime, being also entitled to a reasonable break in the school day.

2.1.5 Working with communities

- 2.1.5.1 Create and maintain effective partnerships with parents/carers and local governors to support and improve pupils' achievement and personal development.
- 2.1.5.2 Seek opportunities to bring community or business role models into the school to enhance and enrich the curriculum and widen pupils' aspirations.
- 2.1.5.3 Build a school community and culture which takes account of equality, diversity and inclusion, enabling pupils to see their own lives reflected in the curriculum as well as giving them broader, new experiences.
- 2.1.5.4 Maintain strong professional relationships with all stakeholders to ensure high level consultation, engagement and the opportunity to contribute to school practice.

2.3 PERSONAL AND PROFESSIONAL GROWTH

2.3.1 Personal commitment

- 2.3.1.1 Demonstrate high level interpersonal skills in order to develop successful, motivated teams.
- 2.3.1.2 Demonstrate high level leadership skills including the ability to hold others to account.
- 2.3.1.3 Be well-organised and achieve deadlines, submitting reports promptly and demonstrating the importance of an effective work life balance.
- 2.3.1.4 Demonstrate the ability to critically reflect and self-evaluate.
- 2.3.1.5 Be an excellent role model in terms of professional conduct.
- 2.3.1.6 Demonstrate personal resilience and perseverance in the face of challenging circumstances.

2.3.2 Professional development

- 2.3.2.1 Participate in professional development opportunities which support the role of a school leader..
- 2.3.2.2 Keep abreast of educational developments and best practice in leadership and management in order to implement appropriate innovation.

2.4 Other

- 2.4.1 Undertake such duties at the discretion of the HT as may reasonably be required by the changing needs of the school.
- 2.4.2 Maintain a positive view of change..
- 2.4.3 Specific responsibilities, focusing on raising standards, will be set out on appointment.

3 ACCOUNTABILITY AND REPORTING

- Accountable for all elements outlined in the job description
- Reporting to the HT
- Line managed by the HT
- Appraisal outcomes to be reported to LGB and the Board
- Subject to performance-related pay in line with the Trust's pay policy

4 LINE MANAGEMENT RESPONSIBILITY

- Direct line management responsibility (including appraisal) of staff – tbc on appointment

5 SPECIAL CONDITIONS OF EMPLOYMENT

5.1 Rehabilitation of Offenders Act 1974

- This post is exempt from the provisions of the Rehabilitation of Offenders Act 1974.
- Appointment is subject to an enhanced DBS (Disclosure and Barring Service) disclosure and any relevant convictions, cautions and reprimands being considered.
- The jobholder must disclose any convictions, cautions or reprimands which have been acquired after DBS clearance has taken place. If this does not occur, the jobholder may be managed in accordance BCC's Disciplinary Procedure.
- Further information about the Disclosure and Barring Service is available from www.homeoffice.gov.uk/dbs.

5.2 Health and safety

- The jobholder is required to exercise duty of care by taking responsibility for her/his own health and safety and that of others, who may be affected by their acts or omissions (failure to act).

5.3 Equality and inclusion

- The Trust is committed to fulfilling its Equality Duty obligations and expects all staff and volunteers to share this commitment.

5.4 Safeguarding

- The jobholder is expected to observe her/his obligations in accordance with the Safeguarding Policy and to report any concerns that they might have regarding any child's welfare to the appropriate person.

5.5 Staff code of conduct

- The postholder is expected to observe the staff code of conduct and be a role model for others.

5.6 Security of information

- The jobholder is expected to observe all legislation and professional guidance in relation to data protection and confidentiality.

5.7 Right to work

- The jobholder must have permission to live and work in the UK.



**Deputy Head Teacher (DHT)
PERSON SPECIFICATION
January 2018 for September 2018
Leadership Scale 16-20**

Assessment focus: - blue shading

1 Written application 2 Documentary evidence 3 Interview process 4 References

EDUCATION AND PROFESSIONAL QUALIFICATIONS	Essential/Desirable	Assessment focus			
		1	2	3	4
Qualified teacher status / Senior Leader qualifications	Essential				
First degree or equivalent	Essential				
Evidence of continuing professional development relating to school leadership and management, and curriculum/teaching and learning	Essential				
Ready to study for the NPQH for a first-time Head teacher or senior leader	Essential				

EXPERIENCE AND KNOWLEDGE					
Successful experience of leading one or more subject areas	Essential				
Teaching experience in at least 2 key stages in the primary phase	Essential				
Successful experience in a leadership and management role	Essential				
At least 5 years successful teaching experience in the primary age range	Essential				
Experience of working with and developing links with the community	Essential				
Experience in Deputy Head teacher role	Desirable				
Experience of whole school evaluation and development planning	Essential				
Experience and ability to contribute to staff development across the primary range	Essential				
Effectively use data, assessment and target setting to raise standards	Essential				
Experience of teaching in more than one school	Desirable				
Experience of working with the Governing body	Desirable				

SKILLS					
High quality teaching skills	Essential				
Delegation and monitor effectively and support colleagues in undertaking responsibilities	Essential				
Aid the Head teacher to initiate and monitor change and support with the school's appraisal system	Essential				
Effective ICT skills	Essential				
Ability to articulate and share a vision of primary education within the context of the school's values and aims	Essential				
Strong commitment to school improvement and raising achievement for all	Essential				
High expectations of pupils' learning and attainment	Essential				
Ability to analyse data, develop strategic plans, set targets and monitor / evaluate progress towards these	Essential				
Ability to inspire and motivate staff, pupils, parents and stakeholders to achieve the aims of the school	Essential				
Working within and towards the National Standards for Head teachers	Essential				
Ability to identify own learning needs and to support others in doing the same	Essential				
Ability to demonstrate effective impact of positive behaviour management	Essential				

strategies to ensure achievement for all					
PROFESSIONAL AND PERSONAL ATTRIBUTES					
Outstanding leader with commitment to collaboration and partnership working	Essential				
Leadership style which encourages, inspires, motivates and empowers others	Essential				
Commitment to excellence in all aspects of work	Essential				
Self-aware, reflective, adaptable and emotionally intelligent	Essential				
Strategic thinker – policy into practice	Essential				
Commitment to best practice in safeguarding and health and safety	Essential				
Strong presence and visibility as a leader, demonstrating optimism, perseverance and resilience	Essential				
Commitment to equalities and inclusion in policy and practice	Essential				
High quality communication skills – clearly and effectively to a range of audiences. Able to negotiate and consult	Essential				
Decision making skills – able to investigate, resolve and make difficult decisions	Essential				
Ability to build and maintain good relationships	Essential				
Commitment to ensuring that all our pupils are safeguarded	Essential				

TEACHING AND LEARNING					
Up to date knowledge and understanding of the current national education agenda and curriculum	Essential				
Understanding of how children learn and effectively apply their learning	Essential				
Knowledge and experience of a range of successful teaching and learning strategies to meet the needs of all pupils	Essential				
A secure understanding of assessment strategies and the use of assessment to inform the next stages of learning	Essential				
Effective monitoring and evaluation of teaching and learning	Essential				
Experience of developing teaching and learning through coaching and/or mentoring	Essential				
Understanding of the characteristics of an effective learning environment and the key elements of successful behaviour management	Essential				
Understanding of successful teaching and learning across the entire curriculum across all key stages	Essential				
Successful experience in creating an effective learning environment	Essential				
Ability to make accurate assessment of pupils' learning and to support others to do the same	Essential				
High expectations of pupils' learning and attainment	Essential				
Strong commitment to school improvement and raising achievement for all	Essential				