Monksmoor Park Church of England Primary School

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| **HEADTEACHER: PERSON SPECIFICATION** | | | | |
| Attributes | Essential | How  Tested | Desirable | How  Tested |
| **Qualifications/Training** | | | | |
| Education | Qualified teacher status | AF | A degree or equivalent. Higher degree qualification Postgraduate courses. Recognised management qualification  NPQH obtained (or working towards) | AF |
| Professional Development | Evidence of sustained participation in INSET, especially school management programme or similar | AF/I | Participation in work with other schools/agencies.  Experience of leading INSET activities for others. | AF  AF |
| **Experience** | | | | |
| Teaching | Considerable classroom teaching experience across the primary age range  Experience of curriculum leadership | AF  AF | Evidence of curriculum leadership across the school age range within the last 3 years.  Experience of leading a significant curriculum development to implementation. | AF  AF |
| Schools | Considerable experience of working in primary schools across the age range | AF | Experience of a wider range of schools, including church schools, and other educational establishments | AF |
| Management  Responsibility | Successful experience of headship or acting headship in a primary school  Experience of conducting performance management | AF  AF | Experience of headship in a church school setting  Evidence of managing staff performance, addressing under performance, supporting staff to improve and valuing excellent practice | AF  AF |
| Resources | Experience of managing and/or co-ordinating staff.  Experience of managing teaching resources  Experience of setting and managing a school budget. | AF  AF/I  AF/I | Experience of appointing and inducting staff  Establishing and developing school administrative systems  IT systems for resource and budget management  Exercising strategic, curriculum-led financial planning to ensure equitable deployment of budgets and resources | AF  AF/I  AF/I  AF/I |

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| **HEADTEACHER: PERSON SPECIFICATION (continued)** | | | | |
| Attributes | Essential | How  Tested | Desirable | How  tested |
| **Knowledge and Understanding** | | | | |
| National  Framework | Knowledge of the current education legislation.  OFSTED awareness. Awareness of current developments in education and the implications of these | AF/I | Recent experience of an OFSTED inspection and its follow up  Experience of a Section 48 inspection. | AF/I |
| Teaching and Learning | Practical understanding of effective teaching and evaluation strategies  Understanding of actions to be taken to promote equality  Understanding of Spiritual Moral Social and Cultural development | AF/I  AF/I  AF/I | Evidence of the ability to secure excellent teaching standards through an analytical understanding of how pupils learn | AF/I |
| Standards | Understand characteristics of an effective school  Awareness of strategies to raise pupil achievement, manage behaviour and prevent discrimination.  Evidence of demanding ambitious standards for pupils, overcoming disadvantage and advancing equality  Knowledge of the SEND Code of Practice | AF/I  AF/I  AF/I  AF/I | Involvement in successful school improvement work | AF/I |
| National Curriculum | Understanding of planning a broad and balanced curriculum, including assessment, recording and reporting. | AF/I | Experience of planning the curriculum across the age range of the school | AF/I |
| Parents and Community | Understanding of the role which can be played by parents, the church and the community in raising standards | AF/I | Experience of working directly with parents to raise standards and involvement with the churchand local community. | AF/I |
| Governance | Awareness of FMS and Best Value.  Experience of working with a school governing body | AF/I  AF/I | Evidence of welcoming strong governance and actively supporting the governing body to function effectively  Experience of/or awareness of the role of the Diocese (in Aided Schools) | AF/I  AF/I |

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| **HEAD TEACHER: PERSON SPECIFICATION (continued)** | | | | |
| **Skills** | | | | |
| Leadership | Ability to lead by example with integrity, creativity, resilience and clarity  Provide clear vision and command respect  Incisive and clear strategic thinker  Able to communicate compellingly the school’s Christian vision and drive the strategic leadership of the school  Able to motivate pupils and staff.  Ability to delegate responsibility, set high standards and provide a focus for improvement | I  I  I  I  AF/I  AF/I | Personal impact and presence  Distribute leadership throughout the organisation | I  AF/I |
| Management | Ability to manage change in a school, monitor and evaluate its impact  Play a leading role in implementing and monitoring a School  Development or Improvement Plan | AF/I  AF/I | Recent experience of management within a church school setting | AF/I |
| Relationships | Able to establish and develop good relationships with all involved in the school.  Commitment to the school’s wider community, the church, other educational establishments and education services | I  AF/I | A personal Christian faith.  Regular worship at a church linked to Churches Together in Britain and Ireland.  Imaginative approaches to community involvement | AF/I  AF/I  AF/I |
| Interpersonal and communication skills | Ability to communicate effectively in writing and orally. Competent in the use of ICT  Flexible and approachable  Resilient under pressure  Able to deal sensitively with people and resolve conflicts | AF/I  I  I | Positive and energetic approach to work.  Inspire and influence others within and beyond schools  Lead by example | AF/I  AF/I  AF/I |
| **Attitudes** |  |  |  |  |
| Education Philosophy | A commitment to develop the church school vision and ethos.  A commitment to raising achievement through partnership with stakeholders  An understanding and appreciation of the value of the church school ethos  A determination to progress school improvement and a desire to fulfil each child’s potential | I  I  I | An understanding of the various ways schools can promote values. | I |
| Staff Development | Committed to the development of all staff, teaching and non-teaching. | I | Able to identify emerging talents leading to clear succession planning | AF/I |
| Equal Opportunities | Commitment to equality of opportunity and social inclusion. | I | Experience of implementing strategies for social inclusion.  Understanding of the need to promote positive role models. | AF/I  I |

AF = Application Form I = Interview and other activities\*

\*Tests and presentations may also be used in the interview process.