Red Hall Primary School

Person Specification

Assessment by: A Application

I Interview

R Reference

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| --- | --- | --- | --- | --- |
|  | | **Essential** | **Desirable** | **Assessment** |
| **Qualifications** | First degree or equivalent |  |  | A |
| Qualified teacher status |  |  | A |
| National professional qualifications for Headship |  |  | A |
| **Professional Development** | Proven leadership skills |  |  | A I R |
| Currently a highly successful Head, Deputy or Assistant Headteacher |  |  | A I R |
| Excellent communication skills |  |  | A I R |
| Record of significant, recent successful teaching experience within a range of UK schools |  |  | A I R |
| Experience of working with pupils covering a broad range and degree of special needs |  |  | A I R |
| Experienced in leading a whole school priority |  |  | A I R |
| Experience of developing curriculum continuity and progression between Early Years, KS1 and KS2 |  |  | A I |
| Experience of using assessment data to inform decision-making |  |  | A I |
| Experience of working with all stakeholders, including governors |  |  | A I |
| Trained in budget management and education management |  |  | A I |
| **Personal Qualities** | Visible and approachable, empathetic and enjoys engaging with children, staff, parents and the wider community |  |  | A I R |
| Able to be resilient and robust whilst also showing compassion in dealing with issues and is calm under pressure |  |  | I R |
| Can effectively engage and communicate at all levels including listening to and inspiring children, staff, parents and the wider community, as well as having personal presence |  |  | A I R |
| Flexible leadership style, being ‘hands on’ when required |  |  | I R |
| Natural networker able to engage effectively within the school and local community |  |  | I |
| Resourceful dealing with diverse education situations (e.g. budgetary, resourcing, problem solving) |  |  | A I R |
| Able to inspire high levels of performance in children and staff |  |  | A I R |
| **Knowledge, skills and leadership** | Able to delegate effectively to achieve outcomes and provide development opportunities for staff |  |  | A I R |
| Evidence of a commitment to promoting the welfare and safeguarding of children including the promotion of regular pupil attendance |  |  | A I R |
| Able to articulate and defend a clear vision for the future |  |  | I R |
| Understanding what contributes to successful learning and able to promote effective teaching strategies |  |  | A I |
| Expertise in monitoring and evaluating children’s progress to inform teaching and intervention planning and coaching |  |  | A I R |
| Able to analyse complex issues relating to children’s attainment and progress and develop effective and creative responses |  |  | A I R |
| Skilled in delivering approaches to behaviour management |  |  | A I |
| Knowledge of the SEND code of practice and related statutory regulations and other relevant legislation |  |  | A I R |
| A good understanding of both the new National Curriculum and assessment and progress systems for pupils |  |  | A I |
| Experience of recruiting and managing staff |  |  | A I |
| Proven track record in motivating, training and developing staff |  |  | A I R |
| Experience of successful delivery in line with agreed strategic plans |  |  | A I R |
| Clear understanding of financial procedures in schools and ability to manage a budget |  |  | A I |

 

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**March 2018**