

St Pius X Catholic Preparatory School and Oak House Nursery

HEADTEACHER’S PERSON SPECIFICATION

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| Criteria | | E/D | ASSESS |
| Qualifications | Qualified Teacher Status. | E | A |
|  | Degree level qualification. | E | A |
| Completed NPQH. | D | A |
| Further post graduate study. | D | A |
| A record of recent and relevant in-service training. | E | A |
| Successfully undertaken appropriate Child Protection Training. | E | A |
| Experience | Proven successful leadership at senior level in a primary school as Headteacher/Deputy/SLT. | E | A, I |
|  | Experience of working effectively within the school community and with external partners. | E | A, I |
| Varied and substantial teaching experience with primary aged pupils. | E | A, I |
| Faith Commitment | Practising Catholic. | E | A, I |
|  | Involvement with parish community. | D | A, I |
| Qualities and knowledge | Evidence of the ability to promote a positive, sensitive and caring ethos. To promote pride in the school and it’s physical environment, together with high standards of achievement and behaviour. | E | A, I |
|  | Commitment to improving the distinctive Catholic character of the school. | E | A, I |
| Thorough knowledge of safeguarding legislation and safer working practices. | E | A, I |
| Ability to innovate and find creative solutions, and to communicate a vision to inspire and motivate all stakeholders. | E | A, I |
| Proven track record of the ability to raise the academic and personal achievement of all pupils. | E | A, I |
| Maintenance of high standards of discipline, attendance and behaviour. | E | A, I |
| Clear understanding of what constitutes good and excellent teaching and learning across the whole school and how it is secured. | E | A, I |
| The ability to set, communicate, encourage and expect high expectations for all members of the school community, including parents. | E | A, I |
| Excellent interpersonal and communication skills, both oral and written. | E | A, I |

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|  | Evidence of analytical skills and knowledge in relation to the evaluation of school data. | E | A, I |
|  | Be prepared to make a direct contribution to the broader life of the school. | E | A, I |
| Confident use of ICT as an effective tool for school management. | E | A, I |
| Leading and  Managing Pupils and Staff | Knowledge and understanding of how to raise standards of learning across the school and a proven track record in doing so. | E | A, I |
|  | Excellent knowledge of the current major curriculum issues, recent educational developments and legislative changes, together with an understanding of their significance for the leadership of the school. | E | A, I |
| Ability to use, analyse and monitor pupil assessment data to identify needs and trends in order to promote an appropriate level of challenge to all pupils. | E | A, I |
| Demonstrate a commitment to providing choice and flexibility in learning to meet the needs of every child to ensure that every child achieves his/her best. | E | A, I |
| An ability to identify and promote excellence and challenge poor performance across the school. | E | A, I |
| A proven commitment to an inclusive education which addresses the needs of all learners in a diverse community. | E | A, I |
| A clear vision for consistent systems and procedures which bring about firm but fair behaviour management. | E | A, I |
| Evidence of establishing a culture of creativity and imaginative expression amongst staff and pupils. | E | A, I |
| A commitment to the idea that attainment is only one part of every child’s development and a willingness to embed this into the school’s culture. | E | A, I |
| Effective Systems and Processes | Knowledge of legal issues relating to managing a school, including equal opportunities, race relations, disability, human rights, employment legislation and data protection. | E | A, I |
|  | The ability to use performance management to secure accountability and improve performance. | E | A, I |
| Proven track record in working collaboratively and building, leading, empowering and developing effective teams. | E | A, I |
| Evidence of the ability both to delegate and work collaboratively. | E | A, I |
| The ability to prioritise tasks, make informed decisions and implement them in a flexible manner. | E | A, I |
| An understanding of managing finance efficiently in accordance with financial management and best value principles. | E | A, I |
| Evidence of a commitment to developing and sustaining a safe, secure and healthy school environment, in accordance with Child Protection and Safeguarding Legislation. | E | A, I |
| Experience of creating, implementing and maintaining new systems and structures in a school environment. | E | A, I |
| The self-improving school system | Experience of developing and managing good communication systems, chairing meetings effectively and working in partnership with other agencies. | E | A, I |
|  | Proven ability in working with a range of stakeholders, including staff, pupils, parents, governors and the wider community. | E | A, I |
| Experience in developing and managing good communication systems, chairing meetings effectively and working in partnership with other agencies. | E | A, I |
| A vision for governor, parent and community involvement in the life of the school. | E | A, I |
| A commitment to continuing CPD for oneself and for all members of the school community. | E | A, I |
| An unwavering commitment to acknowledge, celebrate and foster respect for the richness and diversity of the school’s communities. | E | A, I |
| Personal requirements | The ability to manage the organisational, strategic and inspirational work of an Independent School. Ability to market and take forward the possible expansion of the school. | E | A, I |
|  | Continue to promote our school’s strong educational philosophy and values. | E | A, I |
| Be a strong and visible presence in all areas of school. | E | I |
| To be approachable and to be a good listener. | E | I |
| Build and maintain quality relationships through interpersonal skills and effective communication. | E | I |
| Inspire trust and confidence across the school and community. | E | I |
| Manage and resolve conflict. | E | I |
| Prioritise, plan and organise themselves and others. | E | I |

(A: application; I : Interview)