

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)