# Person Specification

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|  | Criteria | Desirable/Essential | Application | Interview | Task/Presentation |
| Qualifications | Qualified Teacher status | E | ✓ |  |  |
| Graduate level qualification | E | ✓ |  |  |
| Completed NPQH  | D | ✓ |  |  |
| A record of recent and relevant in-service training | E | ✓ |  |  |
| Experience | Proven successful leadership at senior level in a primary school as a Head Teacher or Deputy Head or equivalent. | E | ✓ | ✓ | ✓ |
| Experience of working in an urban setting. | D | ✓ |  |  |
| Experience of working in a culturally diverse community. | D | ✓ | ✓ | ✓ |
| Experience of working effectively with the school community and external partners. | E | ✓ | ✓ | ✓ |
| Experience of developing a differentiated and creative curriculum to pupils with a diverse range of social, emotional, cultural, intellectual and physical needs. | D | ✓ | ✓ | ✓ |
| Leadership/ shaping the future | Ability to innovate and find creative solutions, and to communicate a vision to inspire and motivate all stakeholders. | E | ✓ | ✓ | ✓ |
| Be emotionally intelligent, and have a commitment to the well-being and development of the whole child | E |  | ✓ | ✓ |
| Proven track record of the ability to raise significantly the academic and personal achievement of all pupils. | E | ✓ | ✓ | ✓ |
| Evidence of the ability to promote a positive, sensitive and caring ethos and pride in the school and its physical environment together with high standards of achievement and behaviour. | E |  | ✓ |  |
| Excellent interpersonal and communication skills, both oral and written. | E | ✓ | ✓ | ✓ |
| Leading Teaching and Learning | Knowledge and understanding of how to raise standards of learning across the school and a proven track record in doing so. | E | ✓ | ✓ |  |
| Excellent knowledge of the current major curriculum issues and recent educational developments and legislative changes, together with their significance for the leadership of a primary school. | E | ✓ | ✓ |  |
| Ability to use, analyse and monitor pupil assessment data to identify needs and trends to promote an appropriate level of challenge to all pupils. | E |  |  | ✓ |
| An ability to acknowledge excellence and challenge poor performance across the school. | E |  | ✓ |  |
| Proven track record of effective behaviour management | E |  | ✓ |  |
| Managing the Organisation | Awareness of managing a school including equal opportunities, race relations, disability, human rights and employment legislation. | E |  | ✓ |  |
| The ability to use performance management and line management to secure accountability and improve performance. | E |  | ✓ |  |
| Proven track record in working collaboratively and building, leading empowering and developing effective teams. | E | ✓ |  |  |
| Evidence of the ability both to delegate and work in collaboration, and to establish robust systems to monitor implementation and impact. | E | ✓ |  |  |
| The ability to prioritise tasks, make informed decisions and implement them in a flexible manner. | E |  |  | ✓ |
| An understanding of new technology and its role within the classroom and across the wider school environment. | D | ✓ |  |  |
| Experience and understanding of managing finance efficiently in accordance with benchmarking, financial management and best value principles. | D | ✓ |  | ✓ |
| A commitment to continuing CPD for oneself and for all members of the school community. | E | ✓ |  |  |
| Evidence of a commitment to sustaining a safe, secure and healthy school environment, in accordance with Child Protection and safeguarding legislation. | E | ✓ | ✓ |  |
| Strengthening the Community | Proven ability to negotiate and consult effectively with pupils, staff, parents, governors, the LA / Trust and the wider community. | E | ✓ |  |  |
| Experience of developing and managing good communication systems, chairing meetings effectively and working in partnership with other agencies. | E | ✓ |  |  |
| A vision for governor, parent and community involvement in the life of the school and a commitment to creating and expanding community and global links. | E | ✓ |  |  |

E- Essential, D Desirable

Appointment to this post is subject to a satisfactory enhanced DBS check. This post is exempt from section 4(2) of the Rehabilitation of Offenders Act, 1974, as the duties give you access to persons who are under the age of 18. Applicants are not entitled to withhold information about convictions, which would be regarded as spent for other purposes.