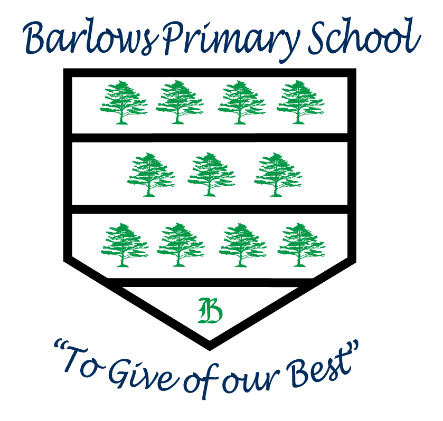
**Barlow Primary School**

**HEADTEACHER PERSON SPECIFICATION**

|  |  |  |
| --- | --- | --- |
| **Professional Qualifications and Experience** | |  |
| **Criteria** | **Essential (E)**  **Desirable (D)** | **Evidence** |
| Significant senior leadership experience within a primary school | E | A |
| Successful experience of working in a growing and diverse community | E | A/I |
| Qualified Teacher Status (QTS) | E | A |
| NPQH | D | A/I |
| Experience across primary provision including the Foundation Stage | D | A/I |
| Accredited school leadership and management training/career development | D | A |
| Current safeguarding training | E | A/O |
| Ability to demonstrate commitment to safeguarding and promoting the welfare of children | E | A/I/R |
| Experience of a variety of primary school provision | D | A/I |
| Knowledge and understanding of school budgets | E | A/I/E |

|  |  |  |
| --- | --- | --- |
| **Shaping the Future** | |  |
| **Criteria** | **Essential (E)**  **Desirable (D)** | **Evidence** |
| Is able to lead change | E | A/I/R |
| Has a clear understanding of Barlow’s values, vision and aims and how they provide the context for school improvement | E | A/I |
| Values the views of stakeholders | E | A/I |
| Is able to communicate within and beyond the school | E | A/I/R |
| Is able to work with governors in setting and monitoring priorities | E | A/I |
| Has an ability to interpret pupil data and identify target areas in order to ensure good levels of pupil’s progress | E | A/E |

|  |  |  |
| --- | --- | --- |
| **Leading, Teaching and Learning** | |  |
|  | |  |
| **Criteria** | **Essential (E)**  **Desirable (D)** | **Evidence** |
| Has a proven track record as a good teacher | E | A/I |
| Has experience of monitoring and developing teaching and learning | E | A/I/R/P/E |
| Has a clear philosophy on how the curriculum can meet children’s needs | E | A/I/P |
| Is able to secure high standards of behaviour and attendance | E | A/I/R/E |
| Experience of an Ofsted inspection at leadership level | D | A |
| Dedicated and child centred approach | E | A/I |
| Reflective – commitment to building on the firm existing base and valuing work already done | E | A/I/R |
| Be approachable and accessible | E | A/I/R/E |
| Be an excellent communicator and have strong interpersonal skills (written, verbal and aural) to engage with the whole school community | E | A/I/R/E |

|  |  |  |
| --- | --- | --- |
| **Developing Self and Working with Others** | |  |
| **Criteria** | **Essential (E)**  **Desirable (D)** | **Evidence** |
| Is able to manage, inspire,encourage and empower staff | E | A/I/ |
| Is committed to the development of an open and fair culture based on British values | E | A |
| Understands about the relationship between managing performance, CPD and sustained school improvement | E | A/I/P |
| Is able to foster an open, fair, equitable culture and manage conflict | E | A/I |
| Manages own workload and that of others to allow an appropriate work/life balance. | E | A/I/R |

|  |  |  |
| --- | --- | --- |
| **Safeguarding** |  |  |
| **Criteria** | **Essential (E)**  **Desirable (D)** | **Evidence** |
| Current safeguarding training | E | A/I/E |
| Ability to demonstrate commitment to safeguarding and promoting the welfare of children | E | A/I/R |
| Evidence of actively maintaining a safe school environment | E | A/I/R |
| Current safer recruitment training | D | A |

|  |  |  |
| --- | --- | --- |
| **Strengthening the Community** | |  |
| **Criteria** | **Essential (E)**  **Desirable (D)** | **Evidence** |
| Has a commitment to partnership with parents and the community to raise standards by supporting the learning of children | E | A/I |
| Has a commitment to collaboration and networking with other schools to improve outcomes | E | A/I |
| Be approachable and accessible | E | A/I |
| Be an excellent communicator and have strong interpersonal skills (written, verbal and aural) to engage with the community | E | A/I/P/E |
| Understands the value of an onsite children’s centre | D | A |
| Is able to build and maintain effective relationships with parents, carers, partners and the wider community so that they enhance the education of all members of the school community | E | A/I/R |
| Is able to listen to, reflect and act on community feedback | E | A/I |

A satisfactory DBS and barred list check is also essential

**Evidence**

A = application form

R = reference

I = interview

E = exercise

P = presentation