

**Holy Trinity**

A Learning Community Providing Catholic and Church of England Education for All

**PERSON SPECIFICATION**

Head of School – Teaching, Learning, Assessment & Curriculum

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| **Section 1: Qualifications and Experience** | | |
| 1.1 | Degree(s) or equivalent | Essential |
| 1.2 | Qualified teacher status | Essential |
| 1.3 | NPQH | Desirable |
| 1.4 | Master’s Degree | Desirable |
| 1.5 | Minimum of 5 years classroom experience in the primary phase | Essential |
| 1.6 | Proven recent successful experience at senior level in a primary school | Essential |
| **Section 2: Knowledge, Skills and Abilities** | | |
| 2.1 | Proven impact of excellent leadership and management skills, especially in relation to improving outcomes for children | Essential |
| 2.2 | Experience of a wide range of monitoring and evaluation strategies and how this is used to aid school improvement | Essential |
| 2.3 | In-depth knowledge and understanding of the current curriculum (primary and EYFS) | Essential |
| 2.4 | Proven ability to effectively shape and re-shape the curriculum | Essential |
| 2.5 | Accurate evaluation of personal strengths and areas that require further training and support, in order to be highly effective in the role. Appropriate training and a commitment to the ongoing CPD of self and others. | Essential |
| 2.6 | Proven excellence in own teaching and learning and ability to model effective practice for others | Essential |
| 2.7 | Proven excellent interpersonal relationship skills and the ability to communicate effectively and sensitively with pupils, parents and colleagues | Essential |
| 2.8 | An understanding of how pupils learn and improve their skills, knowledge and understanding | Essential |
| 2.9 | Ability to analyse performance data and use this information to improve outcomes across the phase | Essential |
| 2.10 | Proven ability to challenge underperformance in others and implement strategies that improve the quality of teaching and learning | Essential |
| 2.11 | Knowledge and experience of effective resource management, particularly management of personnel | Essential |
| 2.12 | General knowledge of support agencies and how they work effectively with schools | Essential |
| 2.13 | Knowledge and experience of health and safety requirements including safeguarding practices within the phase | Essential |
| **Section 3: Personal Attributes and Qualities** | | |
| 3.1 | Practising member of the Catholic Church, of the Church or England or of a church in communion with the Church of England | Desirable |
| 3.2 | Willingness and commitment to support and foster the religious life of the school as a Catholic and Church of England Community | Essential |
| 3.3 | Clear educational aims and values which are consistent with the school aim of high quality teaching and learning | Essential |
| 3.4 | Ability to engage in cooperative working to help the team achieve its goals | Essential |
| 3.5 | Ability to filter, judge and act decisively | Essential |
| 3.6 | Ability to operate effectively when working under pressure | Essential |
| 3.7 | Ability to motivate and inspire a range of audiences including pupils and teachers | Essential |
| 3.8 | Excellent punctuality and attendance record | Essential |
| 3.9 | A firm commitment to and ability to adhere to the school’s race equality and cultural diversity policy in all aspects of the post | Essential |

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