Willows Academy Trust

ASPIRE ... ACHIEVE … THRIVE

**SHARDLOW PRIMARY SCHOOL**

**Person Specification**

**Headteacher:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | **Essential/**  **Desirable** | **Shortlist** | **Interview** | **Task, presentation** |
| **Qualifications, skills and experience** | Appropriate degree qualification | E | ✓ |  |  |
| NPQH or further professional qualification | D | ✓ |  |  |
| Further post-graduate qualification | E | ✓ |  |  |
| Proven successful leadership at senior level in an infant, junior or primary school as a Headteacher, Deputy, Assistant Head or equivalent | E | ✓ | ✓ | ✓ |
| Effective interpersonal, communication and presentation skills; both written and oral; including IT skills | E | ✓ | ✓ | ✓ |
| Ability to manage time well and work under pressure to deadlines | E | ✓ | ✓ | ✓ |
| **Qualities and Knowledge** | Ability to provide clear educational direction with a moral purpose and lead by example | E | ✓ | ✓ | ✓ |
| Ability to innovate and find creative solutions, and to communicate a visions to inspire and motivate all stakeholders | E | ✓ | ✓ | ✓ |
| Ability to form and maintain appropriate professional relationships with children and young people | E | ✓ | ✓ |  |
| Understanding of and a strong commitment to safeguarding and child protection | E | ✓ | ✓ |  |
| Proven track record of the ability to raise academic and personal achievement of all pupils | E | ✓ | ✓ |  |
| Successful experience of creating and maintaining effective partnerships with parents and the community, and fellow professionals | E | ✓ | ✓ |  |
| Be prepared to make a direct contribution to the broader life of the school | E | ✓ | ✓ |  |
| Knowledge of current statutory requirements and educational developments towards a world-class education | E | ✓ | ✓ |  |
| **Pupils and Staff** | Ability to lead, manage and motivate the whole school community | E | ✓ | ✓ | ✓ |
| Understanding of the principles of effective teaching and learning and the ability to promote a culture of learning throughout the school. | E | ✓ | ✓ |  |
| Evidence of establishing a culture of creativity and imaginative expression amongst staff and pupils. | E | ✓ | ✓ |  |
| Be prepared to challenge poor performance | E | ✓ | ✓ |  |
| A proven commitment to an inclusive education which addresses the needs of all learners in a diverse community. | E | ✓ | ✓ |  |
| Successful experience of monitoring, evaluating and pursuing excellence in teaching and learning, holding staff to account | E | ✓ | ✓ |  |
| Ability to create and maintain an environment which promotes good behaviour, discipline and celebrates success, reducing inequalities and promoting social inclusion | E | ✓ | ✓ |  |
| Understanding of the role and impact of assessment in children’s learning | E | ✓ | ✓ |  |
| **Systems and process** | The ability to prioritise tasks, make informed decisions and implement in a flexible manner | E | ✓ | ✓ | ✓ |
| Proven track record in working collaboratively and building, leading empowering and developing effective teams. | E | ✓ | ✓ |  |
| Knowledge of legal issues relating to managing school including equal opportunities, race relations, disability, human rights and employment legislation | E | ✓ | ✓ |  |
| The ability to use performance management/appraisal and line management to secure accountability and improve performance. | E | ✓ | ✓ |  |
| Ability to collect, analyse and use data on pupils’ progress and performance to raise standards, using appropriate systems including ICT | E | ✓ | ✓ |  |
| Ability through strategic financial planning to manage all available resources, ensuring best value | E | ✓ | ✓ |  |
| **The self-improving school** | Ability to imagine and share a powerful strategic vision for the direction of the school | E | ✓ | ✓ | ✓ |
| A willingness to engage the school community in the systematic and rigorous self and external evaluation of the work of the school, using a wide range views to better understand the strengths and weaknesses of the school | E | ✓ | ✓ |  |
| Proven ability in working with a range of stakeholders, including pupils, staff, parents, governors, 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 | E | ✓ | ✓ |  |
| An unwavering commitment to acknowledge, celebrate and foster respect for the richness and diversity of the school’s communities | E | ✓ | ✓ |  |