



# Queen Victoria Primary School Headteacher - Person Specification

## Appointment Criteria

### Qualifications and Training

- E Qualified Teacher Status
- D NPQH
- E Commitment to and evidence of continuing professional development and person development
- D DSL training

### Experience

- E Relevant senior leadership and management experience across the primary age range
- E Evidence of improving teaching and learning and raising achievement for all pupils
- E Evidence of monitoring and evaluating teaching and learning across year groups
- E Evidence of effective teaching, assessment and target setting
- E Experience of successful change management
- D Track record of working in collaboration with other schools to realise improvements and raise standards
- D Experience in developing, and maintaining effective relationships with the local and wider community, including parents to enhance learning and educational achievements
- E Experience of managing finance and providing value for money in difficult economic environment
- E Experience of using a range of mechanisms for working productively with the Governing Board and an understanding of its statutory duties

## **Knowledge and Understanding**

- E Knowledge of systems for school self-evaluation, effective monitoring and inspection
- E Understanding budgetary information and ability to think strategically and to plan effectively in both the short and long term
- E Understanding of employing Performance Management techniques to achieve high quality teaching and learning
- D Understanding of the environment in which the school operates – at national and local level
- E Sound up to date knowledge of developments in education, teaching and learning and best practice
- E Knowledge of statutory requirements for SEND provision
- E Knowledge of statutory requirements for Data Protection
- E Knowledge of current legal requirements, including health and safety, national policies and guidance on the safeguarding and promotion of wellbeing for pupils
- E Knowledge of whole school curriculum development
- E Understand the role of the school in the community and see the need for collaboration with members of the community

## **Skills and Abilities**

- E Ability to formulate a clear strategic vision for school improvement and translate this into strategic objectives, longer term plans and specific outcomes
- E Able to initiate and manage change and improvement in pursuit of higher standards
- E Able to provide professional direction to the work of others so that they can prioritise, plan and organise their own work
- E Able to devolve responsibilities and delegate tasks
- E Able to monitor performance to ensure high standards and the development of professional practice among school staff
- E Able to deal with under performance in a robust and effective manner

- E Excellent communication skills and the ability to adapt style to suit the audience
- E Able to develop and promote a positive image of the school
- E Creativity and imagination to anticipate and solve problems and identify opportunities for the school
- E Able to think analytically and use numerical, financial and other data (e.g. inspection, benchmarking and research findings) to make informed decisions
- E Create an atmosphere of open communication where people feel able to express opinion and know their views will be respected
- E Ability to promote a positive ethos and pride in the school and its physical environment

### **Personal Attributes**

- E Create a strong, positive, personal impact, conveying authority, confidence, approachability, warmth and humour
- E To command credibility and respect from all members of the local community
- E Demonstrate flexibility and an ability to adapt to changing circumstances and new ideas
- E Demonstrate enthusiasm for and a commitment to the role: along with reliability, absolute integrity and a passion for education

### **Equal Opportunities**

- E Ability to articulate a vision that promotes the spiritual, moral and cultural development of all pupils
- E Commitment to social inclusion, cohesion and equality of opportunity in employment and provision of education and learning opportunities

**Key:**            **E = Essential**  
                      **D = Desirable**