



Person specification

| Area | Examples should include |
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| Professional qualifications and experience | <ul style="list-style-type: none">• Qualified Teacher Status (as recognised by the DfE)• Demonstrable continuing commitment to professional and personal development• Proven track record as a headteacher/senior leader in securing rapid primary school improvement and improving outcomes for all children in a culturally diverse environment• National Professional Qualification for Headship (Desirable) |
| Leading teaching and learning | <ul style="list-style-type: none">• Understands how children learn best and successful strategies for narrowing achievement gaps• Understands the principles underpinning high quality primary education and can explain how to translate these into practice• Has a working knowledge of Early Years Foundation Stage Curriculum and National Curriculum and can implement, monitor and support these effectively• Understands how to construct a broad, relevant, creative, interesting and stimulating curriculum which meets statutory obligations• Has a proven track record of monitoring, evaluating and improving the quality of teaching and learning• Has a thorough understanding of assessment and how it can be used to plan interventions which accelerate pupil progress• Has an awareness of current significant initiatives in education• Understands the importance of technology and innovation in learning and its future implications• Is committed to meeting the needs of all learners regardless of ability or background |
| Developing self and working with others | <ul style="list-style-type: none">• Has experience of building successful school staff teams• Has the ability to challenge, influence and motivate others to attain high goals• Has experience of using a range of strategies to improve the effectiveness of staff• Has the ability to establish and develop constructive relationships with all stakeholders to achieve the school aims• Has experience of successful performance management of teaching and support staff• Has the ability to make difficult decisions and convey outcomes clearly and sensitively• Has the skills required to facilitate the work of the Governing Body so that it can fulfil its statutory duties |



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| Managing the school | <ul style="list-style-type: none">● Is able to make professional, managerial and organisational decisions based on evidence● Is committed to recruiting, retaining and deploying staff appropriately and managing their workload to achieve the vision and aims of the school● Has the ability and understanding to manage financial resources effectively and efficiently to achieve the school's educational goals and priorities● Is committed to ensuring a safe, secure and healthy school environment for the whole school community |
| Shaping the future | <ul style="list-style-type: none">● Is able to articulate a strong, clear vision for high quality primary education● Can articulate strategies for leading and managing school improvement● Has had first hand experience of developing an improvement plan and can demonstrate that the strategies employed impacted positively on pupil outcomes● Has experience of school self-evaluation and can describe effective strategies for undertaking this |
| Securing accountability | <ul style="list-style-type: none">● Has a good understanding of the role of the Governing Body and lines of accountability – individual, team and whole school – for pupil learning outcomes● Has a good understanding of the role of the Local Authority and external bodies such as Ofsted● Has a good understanding of the need to be accountable to parents for the education of their child and can articulate strategies that would enable parents to be involved in the life of the school● Has previous experience of challenging and supporting others in order to achieve specific targets● Has a good understanding of available data sets and can interpret and clearly articulate any findings and use the analysis to benchmark the school's performance and as a tool for target-setting and raising standards |
| Strengthening the community | <ul style="list-style-type: none">● Recognises the value of the role the school plays in the wider community● Has experience of drawing upon the resources of the wider community to enliven the curriculum and improve the quality of education● Is able to create and maintain good relationships with other local schools● Demonstrates understanding of how to involve the school community through a process of securing improvement |



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| Personal skills and attributes | <ul style="list-style-type: none">• Ability to communicate effectively and professionally• Can work in collaboration• Is flexible and consistent but has strength of character and sense of moral purpose• Demonstrates resilience and remains focused under pressure• Is capable of making reasoned judgements and taking difficult decisions conveying outcomes clearly, positively and with sensitivity• Has integrity, is approachable, caring and has a sense of humour• Has a presence that inspires confidence and trust• Has the ability and willingness to delegate responsibilities including other leadership roles when appropriate• Demonstrates a high level of commitment to the school• Recognises the importance of prioritising, planning and organising their work to meet deadlines• Demonstrates a genuine empathy with the children |
| Equal Opportunities | <ul style="list-style-type: none">• Demonstrates a commitment to promoting, implementing and monitoring equal opportunities across all aspects of the school |
| Safeguarding Children | <ul style="list-style-type: none">• Has knowledge, understanding, experience of and commitment to Child Protection, safer recruitment and safeguarding policies and procedures.• Able to form and maintain appropriate relationships and personal boundaries with pupils• Is willing to undertake an enhanced Disclosure and Barring Service check. Please note a conviction may not exclude candidates from employment but will be considered as part of the selection process.• Has fully supportive references |