UNIVERSITY OF CAMBRIDGE
PRIMARY SCHOOL

Person Specification

Guidance to complete your application

In your application, please demonstrate how you meet the criteria below including all of the key competencies. The Shortlisting Panel will reach a decision on whether or not to shortlist you based on the information you provide.

School	The University of Cambridge Primary School
Post	Assistant Headteacher
Grade	Leadership Scale

Selection Criteria	Assessment Method
Qualifications	
• Degree (desirable: hold a higher degree e.g. MA) • Qualified Teacher Status (desirable and if not with considerable experience of working with and teaching children) • Evidence of relevant Continuous Professional Development e.g. leadership training, qualifications through NCTL, middle management training, or having been involved in teaching school professional learning opportunities	Application form Certificates

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We take our Prevent Duty seriously and promote British Values at all times. Equality for all children, staff and volunteers is embedded in our ethos, thus meaning discrimination of disability, race, religious beliefs, gender, sexual orientation, sexual identity and gender identity is not tolerated. Appointment to this post will be subject to an enhanced Disclosure and Barring Service check and satisfactory references.

Professional Qualities		
• Committed to the development and maintenance of good relationships with children, staff, parents, governors and the community. • Positive, enthusiastic outlook, embracing opportunities and innovation. • Able to demonstrate our core values to all people. • The ability to be decisive, consistent and focused on solutions. • Commitment and dedication to social justice, equality and excellence. • Engagement in collaborative partnership working, within and beyond the school. • Capacity to be flexible, adaptable and creative, embracing of change and ability to evolve with it. • Committed to the continuing professional development of self and others within the school. • Committed to an inclusive school vision of excellence and equity that sets high standards for all and welcomes and secures the support of others in achieving it.	Application form Interview Presentation Task
Key Competencies: **Please demonstrate how you meet the criteria below in section 8b of the application form (please use continuation sheets as necessary).**	Application form Interview Presentation
Organisation and Communication: *Manages a team and communicates increasingly complex information to a range of audiences using different media. Overcomes obstacles through planning and reprioritises where needed. Communicates complex information with influence and skill; manages and motivates others to achieve set-goals and to inspire and embrace challenge***.** • Uses effective organisational skills to plan and manage complex and innovative projects. • Presents and communicates effectively in formal situations, has a professional and credible impact when engaging with others. • Effectively delegates to the team outlining clear roles, expectations and responsibilities. • Within role responsibility, actively manages poor performance and communicates clear expectations to empower each member of the team. **Innovation:** *Identifies new ideas and opportunities for improvement. Ensure that effective change happens and remain positive to change. Improves practices and works with the team to enhance performance by offering versatile and innovative solutions.* • Is open to new ideas and willingly listens to suggestions from others. • Champions and influences change. • Responds to new opportunities, developing practices that may lessen the workload or address a long term issue, while maintaining a proper regard for to risk and ethics. • Proactively presents new ideas for the benefit of the team which contributes to	

the school's vision.

Professional Expertise: *Shows breadth and depth of educational and professional standards to run and support initiatives within own team; recognised as a lead practitioner. Develops and co-ordinates the application of educational and professional standards within own team.*

- Leads and manages the application of appraisal processes within a team.
- Manages team to deliver work that reflects a good knowledge and application of most aspects of educational and professional standards.
- Develops solutions to increasingly complex educational and professional issues.

Inclusive Relationships: *Finds ways to involve and include others in order to maintain relationships. Maintaining and exceeding the relationships that the role requires.*

- Consistently encourages all people to foster relationships for the benefit of all children.
- Work with members of the diverse community to bring the best team, with resources, and expertise.
- Takes steps to empathise and understand difference of opinion and work quickly to foster a solution focussed relationship.
- Reach out to the potentially marginalised members of the community.

Developing Self and Others: *Manages an environment that supports continuous learning and development, seeking feedback and development opportunities to develop self and team members. Creates (and leads) an environment of continuous learning development. Actively takes the lead in developing others to improve and pursue their goals.*

- Develop self in the current role, consistent high-level performance and outcomes demonstrating the school's vision and values.
- Identifies opportunities for growth and uses it to benefit the development of personal and school goals.
- Continuous investment in the school's vision which demonstrates their dedication to developing their self and others.
- Ensures team members are challenged, motivated and think widely.
- Understands goals of others and supports them while ensuring alignment with the school's development plan.
- Challenges others to achieve their full potential and provides them with the space, opportunity and encouragement to grow as individuals.

Leadership: *Defines performance expectations for the team, resolves difficult issues and situations that prevent the team from achieving its objectives. Leads and manages wider-school responsibilities (e.g. Key Stage), creating an environment that allows the team to perform to its best.*

- Inspires confidence in the wider team through authentic, considered and compassionate leadership.

- Consistently demonstrates trust, empathy, respect, courage and gratitude in dealing with others.
- Maintain calm and collected even in difficult circumstances.
- Motivates the team to achieve even when faced with difficult or challenging situations.
- Respects the work-life balance of staff.
- Shows gratitude and recognition for the positive contributions of others and celebrates success fairly and consistently.
- Through exceptional moral purpose and commitment, challenges self to be the best and inspires others to reach their full potential.