

**Headteacher Person Specification**

**Combe Down Church of England Primary School**

|  |  |  |
| --- | --- | --- |
|  | **Essential** | **Desirable** |
| **Qualifications and Professional Development** | * Qualified Teacher Status supported by a degree or relevant qualification * Significant leadership experience in the primary sector i.e. current Headship, Deputy Headship or equivalent * Record of outstanding classroom teaching within the primary age range * Commitment to own professional development * Robust knowledge and understanding of recent developments and legislative changes in education | * Relevant professional qualifications e.g. NPQH * Understanding of leadership and management of a school within a multi-academy trust * Experience of teaching across the full primary age range * Experience of leadership positions in more than one setting |
| **Strategic direction and shaping the future** | * An inspirational leader who can articulate a strategic vision of excellence * An understanding of distributed leadership and the need to nurture and invest in others * Ability to prioritise strategic new initiatives so they can be delivered effectively * Understanding of the intrinsic link between assessment and effective classroom practice * A proven ability to deliver a differentiated curriculum to pupils with a diverse range of needs * A creative practitioner with the knowledge and experience of developing a curriculum to educate the whole child * Committed to maintaining and developing the special nature of our school * Fully understands and supports the Christian ethos and its role within the school curriculum * Able to work with staff and governors in setting, monitoring and achieving challenging goals and targets * Ability to play a key role in school improvement, leadership and delivery across the Palladian Academy Trust | * Experience in the effective engagement of school governors and the wider community, encouraging others to do the same * Experience of delivering an appraisal system linked to an effective approach to staff development * Evidence of successfully implementing strategies for planning, monitoring and evaluating school improvement |
| **Managing the organisation** | * A clear communicator at all levels who is able to build and maintain effective teams. * Seeks and respects the views of all stakeholders * Encourages and values creativity * Understands how to promote the spiritual, social, moral and cultural development of pupils * Committed to inclusive practice and equal opportunities * Able to interrogate performance data and plan strategically in response to this | * Knowledge and experience of a range of successful teaching and learning strategies to meet the needs of all pupils * Good understanding of school ICT systems * An understanding of the use of emerging technologies to support and develop approaches to teaching and learning * Experience of setting a budget, and meeting operational needs within this |
| **Personal Qualities & Relationships** | * Passionate about teaching and learning and able to lead by example. * Emotionally resilient and literate * Committed to delivering an outstanding and creative curriculum * Welcoming and approachable to staff, children, families and the wider community * Has the enthusiasm and vision to work with our core Christian values, working in partnership with the local church. * Able to demonstrate a reassuring presence - optimistic and positive even when under pressure * Able to take difficult decisions when the occasion demands and communicate outcomes clearly and compassionately. * Willing and able to build effective working relationships with other local schools in the Trust to improve pupil outcomes for all | * Committed to the Christian faith as a member of a mainstream Christian church (i.e. one that is a member of Churches Together in Britain and Ireland) * Effective management of own and others’ workload, so that all can achieve an appropriate work-life balance |
| **Safeguarding** | * Demonstrates a commitment to safeguarding and the welfare of children and young people * Able to form and maintain appropriate relationships and personal boundaries * Demonstrates knowledge and experience of safeguarding procedures and collaborative engagement with relevant safeguarding agencies. * Has up to date knowledge and understanding of relevant legislation and guidance in relation to working with, and the protection of children and young people |  |