



Head Teacher Person Specification

Category	Requirements
<p>1. Qualifications</p>	<ul style="list-style-type: none"> • Qualified teacher status • Honours degree or equivalent • Evidence of continuous professional development relating to school leadership and management and curriculum/teaching and learning
<p>2. Experience</p>	<ul style="list-style-type: none"> • Previous Deputy Headship or School Leadership experience • Successful experience of leading one or more subject areas • Substantial, successful teaching experience
<p>3. Professional Development</p>	<ul style="list-style-type: none"> • Evidence of continuing professional development relating to school leadership and management, and curriculum/teaching and learning • Experience of leading the professional development of others
<p>4. Strategic Leadership</p>	<ul style="list-style-type: none"> • Ability to articulate and share a vision of primary education • Evidence of having successfully translated vision into reality at whole-school level • Evidence of successful strategies for planning, implementing, monitoring and evaluating school improvement • Ability to analyse data, develop strategic plans, set targets and monitor/evaluate progress towards these • Knowledge of what constitutes quality in educational provision, the characteristics of effective schools and strategies for raising standards and the achievement of all pupils • Understanding of and commitment of promoting and safeguarding the welfare of pupils • Experience of, and commitment of, developing links with other schools • Ability to provide a wider professional leadership and management approach, to deliver the vision, values and objectives of the school

Category	Requirements
<p>5. Teaching and Learning</p>	<ul style="list-style-type: none"> • Knowledge and experience of a range of successful teaching and learning strategies to meet the needs of all pupils • A secure understanding of assessment strategies and the use of assessment to inform the next stages of learning • Experience of effective monitoring and evaluation of teaching and learning and the ability to devise and implement subsequent improvement plans • Secure knowledge of statutory requirements relating to the curriculum and assessment • Secure understanding of metacognition and what makes a successful learner • Understanding of the characteristics of an effective learning environment and key elements of successful behaviour management • Successful experience in creating an effective learning environment and in developing and implementing policy and practice relating to behaviour management
<p>6. Leading and Managing Staff</p>	<ul style="list-style-type: none"> • Successful experience of working in and leading staff teams • Ability to successfully delegate work and support colleagues in undertaking responsibilities • Successful experience of performance appraisal and supporting the continuous professional development of colleagues • Successful experience of working with governors to enable them to fulfil whole-school responsibilities • Successful experience of effective budget planning and resource deployment • Evidence of building a supportive and collaborative team ethos • Understanding how financial and resource management enable a school to achieve its educational priorities
<p>7. Accountability</p>	<ul style="list-style-type: none"> • Ability to communicate effectively, orally and in writing to a range of audiences e.g. staff, pupils, parents, governors and community • Experience of effective whole-school self-evaluation and successful improvement strategies • Ability to provide clear information and advice to staff and governors • Secure understanding of strategies for performance management • Experience of offering challenge and support to improve performance

Category	Requirements
<p>8. Skills, Qualities and Abilities</p>	<ul style="list-style-type: none"> • High quality teaching skills • High expectations of pupils' learning and attainment • Strong commitment to school improvement and raising achievement for all • Ability to build and maintain good relationships • Ability to remain positive and enthusiastic when working under pressure • Ability to organise work, prioritise tasks, make decisions and manage time effectively • Empathy with children • Good communication skills • An ability to foster a culture of respect and openness • Good interpersonal skills • Stamina and resilience • Confidence • An excellent record of health and attendance • Ability and belief in developing the whole child
<p>9. References</p>	<ul style="list-style-type: none"> • Unequivocal recommendation in professional references