



HEADTEACHER PERSON SPECIFICATION

Education Training and Qualifications:

- Qualified Teacher Status
- Evidence of continuous professional development relating to school leadership and management, and curriculum development

Experience:

- Significant senior leadership experience in the primary sector
- Substantial, successful teaching experience
- Evidence of successful strategies for planning, implementing, monitoring and evaluating school improvement
- Proven success in raising attainment and achievement
- Experience of leading teaching and the curriculum with demonstrable impact
- Evidence of successfully implementing whole school development
- Relevant knowledge and understanding of current educational issues

Strategic Leadership:

- Ability to think and plan strategically and to respond flexibly to change
- Ability to create, communicate and deliver a clear and engaging vision for the school and to inspire others
- Ability to analyse data, identify areas for improvement, develop strategic plans, set targets and monitor/evaluate progress
- Up-to-date knowledge and experience of safeguarding requirements and the ability to implement these
- A good knowledge of school finances and the ability to maintain good financial control and achieve excellent value for money through budgetary decision making
- Ability to deal with underperformance or challenging circumstances in a positive and problem solving manner
- Understanding the role of effective governance and the ability to relate positively with the school governing body
- Ability to foster links with other schools, educational institutions and businesses

Teaching and Learning

- Understanding of high-quality teaching and the ability to model this for others and support them to improve
- A passion for inspiring learning and making our school a vibrant and happy place for all – the best it can be
- Experience of the effective monitoring and evaluation of teaching and the ability to devise and implement subsequent improvement plans
- Ability to organise work, prioritise tasks, make decisions and manage time effectively, recognising the importance of work/life balance
- Knowledge of the structure and content of the current primary curriculum and the Early Years' framework
- Secure knowledge of the statutory requirements relating to curriculum and assessment
- Understanding the characteristics of an effective learning environment and key elements of successful behaviour management
- Be a champion for high levels of pupil attendance
- A commitment to a broad and balanced curriculum which is relevant to pupils

- A commitment to SEND and supporting a culture of inclusivity
- An awareness of the special needs of transient pupils and those with English as a second language

Leading and Managing Staff:

- Successful experience of leading staff teams
- Ability to successfully delegate work and support colleagues
- Ability to create effective supportive teams that operate in a culture of openness and trust
- Ability to secure collaboration and co-operation and take on board other people's ideas
- Ability to develop and enhance staff performance, but also to challenge underperformance and capability issues
- Experience of staff recruitment

Relevant Skills and Attributes:

- Have a commitment to move the school forward, relishing a challenge to implement changes if needed
- Ambitious for the children, staff and community of the school
- Demonstrate a care for the well-being of both pupils and staff
- Effective communication skills, both written and oral
- Good interpersonal skills
- Relevant and appropriate I.T. skills
- A good record of attendance
- A commitment to continuing professional development
- Ability to build productive relationships including with Governors, parents and the wider community
- Ability to motivate and develop commitment amongst teaching and non-teaching staff