

JOHN RAY INFANT SCHOOL

PERSON SPECIFICATION FOR HEADTEACHER

Factor	Essential	Desirable
Qualifications and training	<ul style="list-style-type: none"> • If NPQH is not held alternative suitable academic and professional qualifications • Evidence of continuing professional development • Knowledge of effective safeguarding processes in theory and in practice. 	<ul style="list-style-type: none"> • NPQH / a commitment to obtain the NPQH qualification • Experience of being Designated Safeguarding Lead
Experience	<ul style="list-style-type: none"> • Experience across the primary age range • A proven track record of making a positive impact on pupil outcomes' • Proven record of successful experience as a Headteacher or Deputy Headteacher • Competent ICT skills and knowledge • Commitment to inclusion and evidence of ensuring effective provision for pupils with additional needs. 	<ul style="list-style-type: none"> • Liaison with external agencies • Experience of schools with high levels of SEN and of engagement with external agencies in obtaining support for children with SEN • Experience of obtaining additional resources for a school, for example through bid writing etc
Leadership and management	<ul style="list-style-type: none"> • To raise educational standards inspiring and motivating all children and staff and a commitment to high standards of achievement. • Proven leadership and management skills. • A clear vision of excellence in education. • Ability to create, implement and evaluate robust and measurable school improvement plans. • Understanding of the strategic role of the Governing Body and ability to work effectively with 	<ul style="list-style-type: none"> • Experience of project management and dealing with finance and premises issues • A proven ability to undertake financial management and subsequent budget planning Experience of working with other schools, sharing good practice. • Proven experience of effective use of pupil premium funding to raise attainment.

	<p>Governors.</p> <ul style="list-style-type: none"> • A clear vision of how in school data and monitoring can be effectively used to inform next steps. • Evidence of good working relationships with all stakeholders including staff, children and parents, and across the wider community. • Commitment to working within the local partnership of schools. • Pro-active approach to Performance Management of staff. • Commitment to the continuing professional development of all staff, including self • Ability to lead by example and to motivate and inspire others to achieve positive outcomes for all • Ability to initiate and manage change sensitively in pursuit of strategic objectives • Commitment to the protection and safeguarding of young people and evidence of being up to date with Child Protection procedures • Knowledge of current Health and Safety Regulations 	<ul style="list-style-type: none"> • Experience of leading/ coordinating professional development opportunities in own and other schools
Knowledge and Skills/Teaching and Learning	<ul style="list-style-type: none"> • Ability to demonstrate knowledge of current curricular and educational issues/relevant legislation • A clear vision of what makes a successful primary curriculum • Clear knowledge and understanding of assessment and monitoring procedures and ability to implement these • Ability to evidence a commitment to inclusion and equality of access to educational provision for all children. 	<ul style="list-style-type: none"> • Innovative and creative approach to teaching and learning • Experience of reviewing and designing curricula

	<ul style="list-style-type: none"> • Implement strategies to promote consistently positive behaviour of all children. • Clear understanding of what is effective teaching and learning • Proven record of delivering effective teaching and learning 	
Other relevant factors	<ul style="list-style-type: none"> • Commitment to develop the aspirations, and fulfil the potential, of all children. • Strong interpersonal and communication skills • Calm under pressure, with a proactive approach to problem solving. • Ability to identify own strengths as well as areas for development. Adaptable and flexible approach. Willingness to provide a variety of opportunities, including extra-curricular activities. • Desire to promote respect between children, staff, parents and governors • Excellent organisational and time management skills – identify priorities and delegate effectively. • Ability to recognise and utilise staff strengths and develop skills where necessary • Ability to build, support, motivate and work as part of a high performing team 	

The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.