



## PERSON SPECIFICATION - HEADTEACHER

### Qualifications & Training





Essential	Desirable
<ul style="list-style-type: none"><li>✠ Qualified teacher status.</li><li>✠ Evidence of continuing professional development relevant to school leadership</li><li>✠ Evidence of sustained school leadership experience</li></ul>	<ul style="list-style-type: none"><li>✠ NPQH or equivalent school leadership qualification</li></ul>

### Achievements, Experience & Knowledge






Essential	Desirable
<ul style="list-style-type: none"><li>✠ Proven senior leadership experience.</li><li>✠ Recent professional development that has prepared the candidate for the post.</li><li>✠ Proven teaching experience in raising standards in at least one Primary Key Stage.</li><li>✠ Experience of teaching in more than one educational setting.</li><li>✠ An up to date knowledge of relevant legislation and guidance in relation to safer recruitment, safeguarding and child protection procedures and an ability to ensure their effective implementation.</li><li>✠ Thorough understanding of the SEND Regulations and Code of Practice</li><li>✠ Thorough understanding of the Statutory Framework for Education and the legal framework that underpins school management.</li><li>✠ Able to demonstrate a clear understanding of the whole primary age range and early years education (KS1&amp;KS2)</li></ul>	<ul style="list-style-type: none"><li>✠ Desirable experience of working in a good or outstanding Church school.</li><li>✠ Experience as a leader in Foundation / KS1 /KS2</li></ul>










## Philosophy and Commitment

Essential	Desirable
<ul style="list-style-type: none"><li> Highly adaptable and flexible, willing and able to be involved in all aspects of school life and work.</li><li> To have and maintain a strong child-centred approach and a strong commitment to nurturing and achieving the best for every child.</li><li> A developed understanding of our Christian ethos and the ability to maintain and evolve this further within the school.</li><li> A commitment to inclusive practice and equal opportunities</li></ul>	







## Leadership, Management & Teamwork

Essential	Desirable
<ul style="list-style-type: none"><li> The ability to use a range of data and knowledge to develop and articulate a strategy and vision for the school, inspire others to support that vision and deliver it.</li><li> The ability to create, implement and drive through a strategic school improvement plan, based on effective self-evaluation and stakeholder engagement, which identifies priorities and targets and sets out how they will be achieved.</li><li> To have the passion and energy to be an inspirational leader and manager providing clear direction and motivating children, staff and Governors.</li><li> The ability to motivate and foster staff to achieve their best and work constructively using appropriate delegation and performance management systems.</li></ul>	<ul style="list-style-type: none"><li> Experience of financial management and planning in a primary school.</li></ul>



<ul style="list-style-type: none"><li> The ability to assess, monitor and evaluate the quality of teaching standards and the delivery of the curriculum.</li><li> The ability to use data to monitor progress of children's learning and to hold teachers to account for outcomes.</li><li> An ability to prioritise, manage and monitor a budget to secure future development of the school and prepare bids for grants.</li><li> To be actively engaged in all aspects of the school.</li><li> To embrace and deliver modern technology and systems for running the school.</li><li> To further develop effective working with external partners and agencies to meet the needs of all children.</li><li> Ability to promote and integrate a range of technologies to enhance learning in the 21<sup>st</sup> century</li></ul>	
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## **Personal Qualities**

<b>Essential</b>	<b>Desirable</b>
<ul style="list-style-type: none"><li> Is an excellent communicator at all levels with children, staff, parents, governors and partners.</li><li> Can make and carry through difficult decisions in the interest of the school and children.</li><li> Is approachable and enjoys being highly visible and accessible to children and parents.</li><li> Demonstrates firmness, fairness and consistency arising from a strong set of personal values and a strong desire to create a culture of high expectation and achievement within the school.</li></ul>	<ul style="list-style-type: none"><li> Able to articulate and demonstrate how their own Christian faith informs and impacts on professional practice.</li><li> Communicant member of an Anglican Church OR Evidence of current involvement in a church which is in communion with the Church of England OR Able to demonstrate active involvement in a church community</li></ul>



<ul style="list-style-type: none"><li>Can celebrate success and challenge under-performance in a way that delivers sustained school improvement.</li><li>Can work with and support the Governing Body to enable it to meet its responsibilities.</li><li>Has a commitment to the Christian foundation of the school.</li><li>Has excellent judgement, commitment, reliability and integrity.</li><li>Can demonstrate a commitment to, an understanding of and an empathy with children that guides them towards academic, spiritual, moral, cultural and social development.</li><li>Is warm and responsive to the needs of children and families.</li><li>A passion for teaching and learning</li></ul>	
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