



Headteacher – Person Specification

Qualifications:

- Qualified Teacher Status
- Evidence of further professional development in preparation for educational leadership

Experience:

- Evidence of successful substantial senior leadership at headship or deputy headship level
- Evidence of successfully managing change within an organisation in a constructive and sensitive manner
- Evidence of successfully analysing data and drawing up improvement plans which are monitored and evaluated and result in measurable improvement
- Evidence of driving up standards of teaching and learning to ensure excellent outcomes for pupils including reducing the gap for disadvantaged pupil groups
- Evidence of effectively promoting and implementing the processes necessary to safeguard and promote the welfare of children
- Evidence of successfully developing and maintaining a fair and open workplace culture, and an ability to manage conflict positively
- Evidence of successful management of staff performance including supervision, target setting and capability and or conduct management procedures.
- Evidence of successful collaborative working and the development of partnerships
- Evidence of effective working with vulnerable families and with multi-agency teams to develop integrated programmes of support for children with a range of barriers to their learning
- Evidence of substantial successful teaching experience with a proven record of excellent practice yourself, as well as experience in developing the practice of others

Skills and abilities:

- Ability to manage and monitor budgets and deploy human resources
- Ability to develop leadership and skills within teams and individuals
- Ability to work under pressure, determine priorities and meet deadlines

- Ability to communicate clearly and confidently at all levels and to all audiences
- Ability to deliver solutions to challenges
- The ability to lead with optimism, continually building and developing positive relationships

Knowledge:

- A sound knowledge and understanding of the whole primary phase including Early Years
- A sound knowledge and understanding of the barriers to learning and inclusion experienced by children and parents
- A sound knowledge of a range of school improvement strategies which accelerate progress rates and close gaps for all pupils
- Clear understanding of how to work positively with the Governing Body