



Bredhurst Church of England Primary School Head Teacher Person Specification

Criteria	
Qualifications	<ul style="list-style-type: none"> • Degree • Qualified Teacher Status • Evidence of further professional development in preparation for educational leadership • NPQH desirable but not essential
Experience	<ul style="list-style-type: none"> • Evidence of successful leadership at Deputy Headteacher or senior level • Evidence of experience throughout the primary age range • Evidence of working in a 'good' or 'outstanding' school
Qualities and Knowledge	<ul style="list-style-type: none"> • Evidence of successfully analysing data and drawing up improvement plans which are monitored and evaluated and result in measurable improvement • Ability to demonstrate commitment to upholding and developing the school's distinctive Christian standards and ethos within the school and community • Ability to manage and monitor budgets and deploy human resources • Ability to work under pressure, determine priorities and meet deadlines • Ability to communicate and convey information for differing purposes, using a variety of media to ensure audience understanding • Ability to display a solution focussed, positive approach to challenges • Ability to lead with optimism, continually building and developing positive relationships • Ability to lead and inspire high quality teaching and learning • Ability to set high expectations and standards in learning and behaviour for staff and children and provide support to meet these • A sound knowledge and understanding of the whole primary phase
Pupils and Staff	<ul style="list-style-type: none"> • Evidence of successful management of staff performance supporting staff to develop their own skills and subject knowledge • Evidence of driving up standards of teaching and learning to ensure excellent outcomes for pupils including reducing the gap for disadvantaged pupil groups • Ability to develop leadership capacity and skills within teams and individuals • A sound knowledge of current educational developments • A sound knowledge and understanding of the barriers to learning and inclusion experienced by children and young people

	<ul style="list-style-type: none"> • Clear understanding of how to work positively with the Governing Body to drive forward the school's vision
Systems and Process	<ul style="list-style-type: none"> • Ability to continue to develop the school's response to its changing community • Commitment to promoting community links and cohesion, engaging and consulting with parents and the wider community • Ability to build professional relationships with the local authority and outside agencies in the best interests of the school and children • Commitment to safeguarding and promoting the welfare of children and young people • Ability to maintain and develop a 'culture of vigilance' with regard to safeguarding and child protection • An understanding, appreciation and support of the Christian values and positive ethos of the school • A sound knowledge of a range of school improvement strategies which accelerate progress rates and close gaps for disadvantaged pupils
The Self – Improving School System	<ul style="list-style-type: none"> • Passionate about education with a clear educational vision • An effective communicator and an active listener. • Resilient and enthusiastic • Open-minded attitude to issues of faith and values. • Approachable with the ability to build trust and relationships and to engage children. • Consistent and fair. • Ability to provide planning for the long-term future of the school Evidence of successful collaboration with the wider educational community