



Church of England
Primary School

Hawkhurst Church of England Primary School Headteacher Person Specification

Applicants must demonstrate skills and competencies as outlined in the essential criteria. Desirable skills and qualities are outlined, but not essential for meeting the criteria of application.

The method of assessment will be (A)pplication Form and (I)nterview

Skills and Competences	Essential Criteria	Desirable Criteria
Personal Qualities and Attributes	<ul style="list-style-type: none"> • A commitment to upholding and developing the school’s distinctive Christian standards and ethos within the school and the community and an open minded approach to differing faiths and values (A, I); • A proven track record as a motivational and approachable leader who is a good team player and who will continue the drive for high standards(A, I); • Passion for education and clear educational vision that puts children at the heart of teaching and learning, so that each child can achieve their personal best in their academic, social, physical and spiritual development (I). 	<ul style="list-style-type: none"> • Ability to display a solution-focused, calm and positive approach to challenges and complex issues (I).
Qualifications	<ul style="list-style-type: none"> • A good honours degree (A); • Qualified Teacher Status (A); • Evidence of professional development in preparation for leadership (A). 	<ul style="list-style-type: none"> • Professional qualification in leadership, including NPQH (A).
Experience	<ul style="list-style-type: none"> • Evidence of successful senior leadership (A, I); • Evidence of using data to develop improvement plans that drive up standards(A I) ; • Evidence of substantial successful teaching experience with a proven record of excellent practice, as well as experience in developing the practice of others (A, I); • Evidence of ability to drive up standards to ensure excellent outcomes for all pupils (A, I); • Evidence of successful management of staff performance (A, I). 	<ul style="list-style-type: none"> • Evidence of successful substantial senior leadership at headship level (A, I); • Evidence of successful collaborative working and the development of positive partnerships (A, I); • 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 (A, I); • Evidence of successfully managing change within an organisation in a constructive and sensitive manner (A, I).

Skills and Abilities	<ul style="list-style-type: none"> • Ability to manage and monitor budgets and deploy human resources (A, I); • Ability to develop leadership, capacity and skill base across all staff. (A, I); • Ability to work under pressure, determine priorities and meet deadlines (A, I); • Ability to communicate clearly and confidently at all levels and to all audiences (A, I); • Ability to lead, inspire and recognise high quality teaching, learning and behaviour (A, I); • Ability to challenge, influence and motivate staff, pupils, parents and others to carry the school vision forward, attain high goals and improve performance (A, I); • Ability to work proactively, positively and transparently with the governors for the benefit of the school and its pupils (A, I); • Ability to facilitate and deliver solutions to challenges (A, I); • Ability to maintain and develop a culture of vigilance and protocols with regards to safeguarding and child protection (A, I); • Possess strong interpersonal skills and maintain good relationships with staff, governors, parents, children, agencies and the wider community (A, I). 	<ul style="list-style-type: none"> • Continued Professional Development in managing finances/school budgeting (A); • Ability to lead with optimism, continually building and developing positive partnerships and relationships (I).
Knowledge	<ul style="list-style-type: none"> • Sound knowledge and understanding of the whole primary phase including EYFS (A, I); • Sound knowledge and understanding of the barriers to learning (I) • Sound knowledge and understanding of inclusion (A, I); • Sound knowledge of a range of school improvement strategies which accelerate progress and diminish the difference for disadvantaged children (A, I); • Knowledge of local, national and global developments in education (A, I); • Clear understanding of the role and responsibilities of the Governing Body (A, I). • Clear understanding of SEND and commitment to the progress of all abilities (A, I). 	