



BLEAN PRIMARY SCHOOL

Headteacher Blean School and Teaching School Alliance

Person Specification

Essential	Desirable	Evidence
<p>1. Qualifications</p> <ul style="list-style-type: none"> • Qualified Teacher Status • Evidence of personal commitment to continuous professional development and consistent career progression 	<ul style="list-style-type: none"> • Evidence of own action research and impact on whole school pupil achievement • Higher qualification in education or school leadership, e.g. NPQH 	<p>Application form</p>
<p>2. Experience</p> <ul style="list-style-type: none"> • Extensive, effective and current experience as a Headteacher or Deputy Headteacher or equivalent within a good/outstanding school/academy in the primary sector • Substantial and successful primary phase teaching experience • Evidence of contributions to the educational system (for example, working with other schools) through sharing effective practice, working in partnership with networks and other professionals 	<ul style="list-style-type: none"> • Experience as an appraiser and mentor successfully supporting novice / trainee teachers to achieve the Teacher Standards • Leadership of strategic and operational aspects 	<p>Application form and interview</p>

<ul style="list-style-type: none"> • Proven track record of raising and maintaining standards for all groups of pupils • Proven track record of child care facility management (Extended School) • Evidence of successfully analysing data and drawing up improvement plans that 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 successful management of staff performance including supervision, target setting and capability and or conduct management procedures. • Designated Safeguarding Lead 	<p>of Teaching School Alliance (TSA) activities</p>	
<p>3. Knowledge and Skills</p> <ul style="list-style-type: none"> • Comprehensive knowledge of how children learn in a high achieving and successful school and evidence of strong primary pedagogical and curriculum knowledge that leads to rich opportunities and high pupil well-being • Detailed knowledge of the OfSTED framework, including making sound judgements linked to the quality of teaching and learning in EYFS, KS1 and KS2; holding others to account when necessary • Knowledge of collaborative approaches to staff development, including coaching and mentoring and the ability to coach and mentor individuals to achieve specific outcomes; leading to distributed leadership and clear succession planning • Clear understanding of safeguarding, inclusion and equality in own practice and across the school • Knowledge needed to lead partnerships, provide and evaluation professional development • A sound knowledge and understanding of the barriers to learning and inclusion experienced by children and young people • A sound knowledge of a range of school improvement strategies which accelerate progress rates and close gaps for disadvantaged pupils • Ability to manage and monitor budgets and deploy human resources appropriately • Ability to develop leadership capacity and skills within teams and individuals 	<ul style="list-style-type: none"> • Knowledge of creating a Teaching School delivery plan for all Teaching School activity strands; underpinned by sound financial planning • Knowledge of budgetary and financial elements of a TSA including the development of a sustainable financial model and SSIF bid process • Knowledge of how to plan, allocate, support and evaluate the work undertaken by and on behalf of the TSA • Knowledge of leading Action Research projects to improve 	<p>Application form and interview; where applicants should demonstrate how they fulfil exemplary practice against the Headteacher Standards</p>

<ul style="list-style-type: none"> • Ability to work under pressure, determine priorities and meet deadlines • Ability to display a solution focussed, positive approach to challenges • The ability to lead with optimism, continually building and developing positive relationships <p>Motivational skills to be able to build and lead teams in a variety of arenas within the school and the wider community, as necessary to advance the needs of the school.</p>	<p>Teaching and Learning</p>	
<p>4. Personal Attributes</p> <ul style="list-style-type: none"> • An adept and persuasive communicator with excellent presentation skills, able to deliver a compelling vision to promote Blean School and TSA to all stakeholders • Displays a consistent solution focussed, positive approach to challenges, constantly using creativity and innovation to overcome obstacles and identify opportunities • A consistent, excellent role model - exemplifying outstanding standards of teaching and driving high expectations for all groups of pupils in learning and behaviour • A strategic thinker - able to look widely to identify both opportunities for improvement and threats to, the school's progress, successfully working in partnership with Governors, staff, pupils and other strategic partners. • A relentless driver of improvement - setting and meeting challenging targets, for pupils, the school and TSA • Highly self-motivated and resilient, showing consistent tenacity, energy, optimism and motivation in the face of high pressure and setbacks • Excellent time management skills with the ability to organise, prioritise and delegate effectively • Resilience - able to sustain energy, optimism and motivation in the face of pressure and setbacks • Tenacity and commitment whilst working under pressure • Excellent team player with the ability to enthuse and motivate • An adept communicator and effective listener with well-developed presentation skills • Ability to work co-operatively with Senior Leadership Team and Governors, accepting and embracing Supportive Challenge 		<p>Application and Interview</p>

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