



Slade Primary School

The Slade, Tonbridge, TN9 1HR

01732 350354 office@slade.kent.sch.uk www.slade.kent.sch.uk @sladeprimarysch

Section 1 Qualification and Experience

1. Qualifications

- Have achieved QTS
- To be able to evidence further Professional Development in preparation for Headship e.g. NPQSL, NPQH

2. Experience

- Have teaching experience of working in more than one school and more than one Key Stage
- Evidence of successful Senior Leadership (Headship/Deputy Headship) experience in at least one school
- Appropriate training and experience of Safeguarding / Child Protection
- A proven track record of impacting on standards and effectiveness in at least one school at Senior Leadership (Headship/Deputy Headship) level
- Can demonstrate impact of line management and appraisal on school improvement and experience of change management
- Evidence of school improvement through effective budget setting
- Deep and accurate understanding of school effectiveness through targeted School Improvement Planning and accurate Self-Evaluation
- Experience of developing the shared vision through working with Governors and the creation of positive partnerships with parents and the wider community

Section 2 Leadership

- Works in partnership with the Governing body to develop and build upon the school's vision and ethos, to be cascaded via the senior leadership team to improve school performance
- Is able to inspire and influence staff, pupils, parents and the local community, developing engagement with school vision, values and goals which impact on school improvement and promoting an environment for outstanding teaching and learning.
- Demonstrates ability to think strategically: initiating, planning, monitoring and evaluating school improvement and change processes, enabling the senior leadership team to drive school performance
- Demonstrates excellent people management skills, emotional intelligence and



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approachability

- Is able to make difficult decisions and convey outcomes clearly and sensitively, influencing others in a variety of situations
- Gathers comprehensive information to support decision making
- Welcomes strong governance and actively supports the GB to understand its role and deliver its functions of strategy-setting and monitoring effectively

Section 3 Teaching, learning, assessment and additional/special educational needs

- Demonstrates a secure understanding of curriculum, design and delivery, that sets out the knowledge, skills and values that will be taught
- Has a proven track record of school improvement
- Secures excellent teaching through an analytical understanding of how all pupils learn and of the core features of successful classroom practice and curriculum design
- Ensures that teachers and other staff have consistently high expectations of what each pupil can achieve and therefore ensures that pupils are effectively prepared for their next phase of education and life
- Critically analyse statistical data, make informed, rational judgments, and translate these insights into practical actions to drive improvement.
- Effectively supports others to create an effective and stable learning environment, by monitoring the quality and consistency of teaching throughout the school
- A proven track record of implementing a school wide consistent approach to positive behaviour and attendance
- Evidence of fostering a culture of high expectation and mutual respect between pupils and adults

Section 4 Organisational effectiveness

- Is able to hold all staff to account for their professional conduct and practice, supporting them to improve and value excellent practice
- Provides an environment where all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other
- Exercises strategic, curriculum-led financial planning to ensure effective deployment of budgets and resources, to improve pupil achievement and ensure the school's sustainability
- Manages time effectively



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- Communicate with a consistent approach

Section 5 Ethos / Values / Religious Character

- Understands the importance of British values, consistently models these values and demands the highest standards of respect and tolerance from all staff, pupils and stakeholders
- Promotes equality of opportunity, sensitivity and respect for diversity, including cultural and religious differences

Section 6 Safeguarding

- Demonstrate a commitment and understanding to Safeguarding and the promotion of the welfare and safety of children
- Have a deep and accurate working knowledge of relevant policies,

procedures and practices related to all aspects of Safeguarding and Child Protection

- Can demonstrate leadership impact on the development of a culture of vigilance and nurture across the whole school community

The School is committed to Safeguarding and promoting the welfare of children and young people. The post is subject to an Enhanced Disclosure Application to the Disclosure and Barring Service