



Sutton Valence Primary School

Person Specification

Section 1 Qualification and Experience

1. Qualifications

- Have achieved QTS
- To be able to evidence further Professional Development in preparation for Headship, such as NPQSL, CEPQH

2. Experience

- Have teaching experience of working in more than one school and more than one Key Stage
- Evidence of successful senior leadership experience in more than one school, or recent DHT or HT experience
- Appropriate training and experience of Safeguarding / Child Protection
- Appropriate training and experience of SEND management
- Can demonstrate impact of leadership on Teaching, Learning and Assessment at whole school level
- Can demonstrate impact of line management and appraisal on school improvement
- Experience of budgets
- Experience and good understanding of School Improvement Planning and Self Evaluation
- Experience of working with Governors, parents and the wider community

Section 2 Leadership

- Leads by example - with integrity, creativity, resilience and clarity
- 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
- Translates the school vision into guidance and direction, which enables and drives school performance
- Demonstrates ability to think strategically: initiating, planning, monitoring and evaluating school improvement and change processes
- Demonstrates excellent people management skills, emotional intelligence, adaptability and approachability
- Proactively develops and implements innovative ideas and embeds these into organisational culture to drive school performance with a managed risk approach
- Is able to make difficult decisions and convey outcomes clearly and sensitively, influencing others in a variety of situations
- Manages knowledge (collects, classifies and disseminates knowledge of use to the organisation 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 and results in high outcomes for all
- Demonstrates experience of improving teaching and learning
- Secures excellent teaching through an analytical understanding of how all pupils learn (particularly those with SEND and vulnerable groups) and of the core features of inclusive classroom practice and curriculum design
- Creates an outward-facing school which works with other schools and organisations in a climate of mutual challenge, to champion best practice and secure excellent achievements for all pupils
- Empowers others through coaching to look constructively at their own performance and how this impacts on the work of the school
- A proven track record of implementing a school wide consistent approach to positive behaviour management 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
- Distributes responsibilities throughout the organisation, forging teams of colleagues who have distinct roles and hold each other to account
- Creates an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge through sustained professional development for all staff
- Has experience of working in partnership with the school leadership team, responding to change opportunities, providing effective solutions for implementation, and making positive use of the opportunities it presents
- Has experience of managing school budgets to ensure equitable deployment of budgets and resources
- Plans activities and projects well in advance and takes account of possible changing circumstances and manages personal time effectively

Section 5 Ethos / Values / Religious Character

- Is committed to promoting positive and respectful relationships across the school community and a safe, orderly and inclusive environment
- Possesses a passionate belief that all young people can succeed
- Promotes equality of opportunity and respect for diversity
- Is regarded as a school leader but also a team player, with a commitment to work in partnership with the Governing Body, parents, local community, other schools, pre-schools, Local Authority and continue to contribute to the collaborative ethos of local partnerships

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