



Section 1: Qualification and Experience

1. Qualifications

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

2. Experience

- Have teaching experience of working in more than one school and more than one Key Stage.
- Evidence of successful Headship experience in at least one school.
- Have appropriate training and experience of Safeguarding / Child Protection.
- Evidence a proven track record of impacting on standards and effectiveness in at least one school at headship level.
- Can demonstrate the 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, to be cascaded via the senior leadership team to improve school performance.
- Leads by example – with integrity, creativity, resilience and clarity.
- Can inspire and influence staff, pupils, parents and the local community, developing engagement with school vision, values and goals which impact on school improvement.
- Can promote a clear philosophy to staff and gain commitment from staff across the primary years, to ensure outstanding teaching and learning.

- Translates the school vision into guidance and direction, which enables the senior leadership team to drive school performance.
- Creates an ethos within which all staff are motivated and communicate effectively.
- Ability to adapt and communicate with people at all levels and effectively build team spirit.

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

- Has a proven track record of school improvement.
- Creates an effective and stable learning environment by monitoring the quality and consistency of teaching throughout the school.
- Secures excellent teaching through an analytical understanding of how all pupils learn (including those with SEND) 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.
- Focuses on pupils' needs and sets high expectations for all.
- Accurately identifies the components of good teaching, and demonstrates the coaching skills needed to transmit these to peers and other staff.
- A proven track record of implementing a school-wide, consistent approach to positive behaviour management.
- Evidence of fostering a culture of high expectation and mutual respect between pupils and adults.

Section 4: Organisational effectiveness

- Creates an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
- Provides high-quality teaching through high-quality training and sustained professional development for all staff.
- Has experience of managing school budgets to ensure effective cash flow and the equitable deployment of budgets and resources.
- Exercises strategic, curriculum-led financial planning to ensure effective deployment of budgets and resources, to improve pupil achievement and ensure the school's sustainability.
- Provides others with clear direction.
- Makes prompt, clear decisions which may involve tough choices or considered risks.

Section 5: Ethos / Values

- 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.

- Demonstrates integrity in all aspects of work.
- 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.
- Effectively develops the curriculum to reflect the teaching of British Values across the school.
- Promotes equality of opportunity and respect for diversity.
- Shows respect and sensitivity towards cultural and religious differences.

Section 6: Safeguarding

- Demonstrates 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 are 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