



## Headcorn Primary School Headteacher - Person Specification

### Section 1 Qualification and Experience

#### 1. Qualifications

- Achievement of QTS.
- Able to evidence further Professional Development in preparation for Headship, such as NPQH, CEPQH.

#### 2. Experience

- Have teaching experience gained across multiple schools and Key Stages.
- Evidence of successful Headship experience in at least one school, with a proven track record of positively impacting standards and school effectiveness through targeted School Improvement Planning, effective budget-setting and self-evaluation.
- Appropriate training and experience of Safeguarding and Child Protection, including liaison with appropriate services.
- Can demonstrate impact of people leadership and development, through thoughtful line management, appraisal and continuous professional development.
- Experience of driving results through data, and a secure understanding of how to analyse risks, gaps and identify solutions for all pupils including vulnerable learners.
- Experience of developing a shared school vision through collaboration with Governors and the creation and maintenance of positive partnerships with parents and the wider community.

### Section 2 Leadership

- An inspirational leader who can influence staff, pupils, parents and the local community, and drive engagement with the school's vision, values and goals.
- Demonstrates ability to think strategically: initiating, planning, monitoring and evaluating whole school improvement and change.
- Demonstrates excellent people management skills, change leadership skills, emotional intelligence and approachability.
- Proactively develops and implements innovative ideas and embeds these into organisational culture to drive school performance with a managed risk approach.
- Ability to make difficult decisions and convey outcomes clearly and sensitively, influencing others in a variety of situations.
- Welcomes strong governance and actively supports the Governing Board to understand and deliver against their role of strategy-setting and monitoring effectively.



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

- Secures excellent teaching through an analytical understanding of how all pupils learn (including all vulnerable learners), and of the core features of successful classroom practice and curriculum design to ensure that all young people can succeed.
- Establishes an education culture of 'open classrooms', sharing best practice, conducting and assessing relevant research and robust data analysis.
- 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.
- A proven track record of implementing a school-wide consistent approach to inclusive behaviour management and fostering a culture of high expectation and mutual respect between pupils and adults.

## Section 4 Organisational effectiveness

- Experienced in encouraging and enabling all staff to develop and maintain the highest standards of professional conduct and practice.
- Facilitates a learning environment, bringing together colleagues who have distinct roles and responsibilities to drive accountability for delivery, excellence, and improvement.
- Establishes a culture of wellbeing, enabling all staff and pupils to feel resilient, supported and safe.
- Adapts to changing circumstances, accepts new ideas and change initiatives and is comfortable operating in ambiguity.
- Exercises strategic, curriculum-led financial planning to ensure effective deployment of budgets and resources, to improve pupil achievement and ensure the school's sustainability.

## Section 5 Ethos / Values

- Ability to establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community.
- 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 and respect for the diverse groups that make up the school community
- Is regarded as a community leader with a commitment to work in partnership with the Governing Body, parents, local places of worship, other schools, pre-schools, Local Authority and continue to contribute to the collaborative ethos of local partnerships.
- Holds a passionate desire for every child to flourish and achieve their very best in their academic, social, physical and emotional development.



## 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.

**Headcorn Primary 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.**