



Phoenix Community Primary School

Person specification

Qualifications:

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

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
- 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

Leadership:

- Leads by example - with integrity, creativity, resilience and clarity
- Is able to inspire staff, pupils, parents and the local community, developing engagement with school vision, values and goals which impact on school improvement and the value of education.
- Provides visible and supportive direction which empowers, enables, motivates and develops the whole school so that children are prepared for the next stage of their education.
- Demonstrates ability to think strategically: initiating, planning, monitoring and evaluating school improvement and change processes
- Demonstrates excellent people management skills, emotional intelligence and approachability
- Gathers comprehensive information to support decision making

- Manages knowledge (collects, classifies and disseminates knowledge of use to the organisation)
- Works in collaboration with governing body to ensure that they are enabled to fulfil their core functions

Teaching, Learning, Assessment and Additional

- Demonstrate a secure understanding of how to develop a curriculum that meets the needs of children, that sets out the knowledge, skills and values that will be taught
- 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
- Sets ambitious standards for all pupils including those with Special Educational Needs and/or Disabilities (SEND)
- 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 are effectively prepared for their next phase of education and life
- Proven track record and is an expert practitioner of overcoming disadvantage for vulnerable pupils and pupils with SEND
- Analyses quantitative and qualitative data and all other sources of information effectively to inform school priorities and pupils learning
- Demonstrates how rigorous review and evaluation of whole school staff performance management leads to school improvement; raises achievement and brings about high expectations of success
- A proven track record of implementing a school wide consistent approach to positive behaviour management

Organisational Effectiveness

- Instils a strong sense of accountability in all staff for the impact of their work on pupils' outcomes
- Distributes leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities 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, and to support each other
- Proactively responds to change opportunities, maximising and building upon the opportunity to drive school performance
- Exercises strategic, curriculum-led financial planning to ensure effective deployment of budgets and resources, to improve pupil achievement and ensure the school's sustainability
- Adapts interpersonal style to suit different people or situations
- Makes prompt, clear decisions which may involve tough choices or considered risks
- Manages time effectively by planning activities and projects well in advance and takes account of possible changing circumstances

Ethos / Values

- Understands the importance of creating a culture where pupils experience a positive and enriching school life
- Possesses a passionate belief that all young people can succeed
- Conveys their passion to make a difference
- Promotes equality of opportunity and respect for diversity
- Is a courageous advocate who will promote dignity and respect, celebrate diversity and promote an understanding of living well together both in the local, national and global contexts

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 and it's staff 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.