



## West Borough Primary School

### Headteacher - Person Specification

#### Qualifications:

- Have achieved QTS
- To be able to evidence further Professional Development in preparation for Headship e.g., NPQH, 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/AHT or HT experience
- Appropriate training and experience of Safeguarding / Child Protection
- A proven track record of impacting on standards and effectiveness in at least one school
- 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.

#### 1. Leadership:

- Leads by example - with integrity, creativity, resilience, clarity and with professional conduct. Is able to make difficult decisions and convey outcomes clearly and sensitively, influencing others in a variety of situations
- Is able to inspire staff, pupils, parents and the local community, developing engagement with school vision, values and goals which impact on school improvement
- Demonstrates ability to think strategically: initiating, planning, monitoring and evaluating school improvement and communicating change processes with people at all levels
- Maintains a good knowledge of latest developments and innovative ideas,

effectively analyses risk and working in partnership with the senior leadership team, implements these to drive school performance

- Provides visible and supportive direction which empowers, enables and motivates staff and pupils to strive to excel

## **2. Teaching, Learning, Assessment and Additional/Special Educational Needs**

- Establishes an education culture of 'open classrooms' sharing best practice within school and with other schools, drawing on and conducting relevant research and robust data analysis
- Creates an effective and stable learning environment by monitoring the quality and consistency of teaching throughout the school ensuring 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
- Secures excellent teaching through an analytical understanding of how all pupils learn (including vulnerable pupils and those with SEND) and of the core features of successful classroom practice and curriculum design
- Works effectively in partnership with parents, carers and professionals to identify additional needs of pupils and special educational needs and/or disabilities and ensure provision matches their needs

## **3. Organisational Effectiveness**

- Works 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. Plans activities and projects well in advance and takes account of possible changing circumstances
- Is able to quickly establish rigorous, fair and transparent systems and measures, for managing the performance of all staff, by holding themselves and others to account
- Embrace the school ethos within which 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

## **4. Ethos / Values / Religious Character**

- 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
- Is committed to positive and respectful relationships across the school community and a safe, orderly and inclusive environment, promoting dignity and respect, celebrating diversity and establishing 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 its 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.**