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| --- | --- | --- |
| **Qualifications** | Essential  | Desirable |
| Qualified teacher status  | ✓ |  |
| Evidence of recent and relevant further professional development appropriate to leadership | ✓ |  |
| Has achieved NPQSL or equivalent senior leader qualification  | ✓ |  |
| Has completed and achieved the NPQH  |  | ✓ |
| Has coaching experience which enable them to support and develop others | ✓ |  |
| Has a coaching qualification to at least level 3. |  | ✓ |
| **Experience** |  |  |
| Has successful leadership and management experience within a primary school setting with capacity to multi task and manage a high workload effectively | ✓ |  |
| Has relevant and recent experience of an outstanding EYFS and KS1 curriculum. |  | ✓ |
| Has proven track record in planning, delivering and sustaining a school initiative or change | ✓ |  |
| Has up to date knowledge of reading, phonic and spelling across Key Stage 1 |  | ✓ |
| Has knowledge of SoundsWrite |  | ✓ |
| Senior Leadership Team experience of at least 2 years in a good or better school | ✓ |  |
| Has leadership experience in a school that is improving. |  | ✓ |
| Proven track record in implementing strategies and interventions to rapidly raise achievement and standards  | ✓ |  |
| Can demonstrate commitment to ensuring the ethos and values permeate a school  | ✓ |  |
| Can evidence strong knowledge and expertise in adapting a curriculum to meet the needs of pupils with SEND  | ✓ |  |
| Is able to effectively deploy staff to meet the demands of the school curriculum and needs of the children.  |  | ✓ |
| Has a proven track record in meeting end of Key Stage milestones for national figures or can demonstrate exceptional improvement. |  | ✓ |
| Has the drive, energy, perseverance and sensitivity to identify, anticipate and deliver required change successfully and to maintain continuous improvement  | ✓ |  |
| Ability to monitor and evaluate the quality of teaching and learning in order to raise standards and maximise pupil progress  | ✓ |  |
| Evidence of successful implementation and monitoring of measures that promote and ensure the safeguarding of children  | ✓ |  |
| Works with integrity and dedication, showing persistent enthusiasm in all aspects of school life  | ✓ |  |
| Able to demonstrate a relentless attitude to establishing high expectations of behaviour and attendance | ✓ |  |
| Able to demonstrate a relentless attitude to establishing high expectations of academic excellence and pedagogy | ✓ |  |
| Has evidence of being an excellent classroom practitioner securing good or better progress for all groups of pupils. | ✓ |  |
| Can show a clear understanding of assessment and its impact on whole pupil development and lead this across the school  | ✓ |  |
| Can liaise effectively with parents, staff and other professionals | ✓ |  |
| Has implemented and led staff through new initiatives  | ✓ |  |
| Has taken responsibility for monitoring and reviewing performance of staff | ✓ |  |
| Evidence of impactful leadership in KS2, including reading | ✓ |  |