

Section 1 Qualification and Experience

1. Qualifications

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

2. 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.

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.
- Able to inspire and influence 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 change processes to drive school performance.
- Demonstrates excellent people management skills, emotional intelligence and approachability to maintain an ethos within which all staff are motivated and communicate effectively.
- 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.
- Ability to inspire and empower all staff and pupils to strive to excel and value education.

- Consistently achieves ambitious targets set from effective data analysis and evaluation to underpin school improvement.
- Welcomes strong governance and actively works in partnership with the GB to deliver its functions of strategy-setting and monitoring effectively.

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

- Demonstrates a secure understanding of curriculum, design and delivery, that sets out the knowledge, skills and values that will be taught.
- Creates an effective and purposeful 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.
- Is an expert practitioner in planning and delivering a high-quality provision, which secures strong outcomes and closes attainment gaps for all vulnerable groups.
- 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 which secures excellent achievements for all pupils.
- Effectively supports others to create an effective and purposeful learning environment, by monitoring the quality and consistency of teaching throughout the school.
- Empowers others to look constructively at their own performance and how this impacts on the work of the school.
- Improves teaching practice, with a focus 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

- 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.
- Adapts to changing circumstances, accepts new ideas and change initiatives and deals with ambiguity, making positive use of the opportunities it presents.
- 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.
- Provides others with clear direction and delegates work appropriately and fairly.

Section 5 - Ethos / Values

- Ability to sustain and enhance the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community.
- Is committed to promoting positive and respectful relationships across the school community and a safe, orderly and inclusive environment.
- 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 diversity.
- Holds a passionate desire for every child to thrive and achieve their very best in their academic, social, physical and cultural development.

Section 6 - Safeguarding

- Demonstrates a commitment and understanding to Safeguarding and the promotion of the welfare and safety of children
- Has a deep and accurate working knowledge of relevant policies, procedures and practices related to all aspects of Safeguarding and Child Protection
- Demonstrates leadership impact on the development of a culture of vigilance and nurture across the whole school community

Ryarsh 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