



St Margaret's-at-Cliffe Primary School

Headteacher Person Specification

Section 1 Qualification and Experience

Qualifications

- Have achieved QTS.
- 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 recent and relevant successful senior leadership experience in a primary school.
- 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 through effective use of data.
- Experience of working with Governors, parents and the wider community.

Section 2 Leadership

- Ability to establish and sustain the school's ethos and strategic direction to improve school performance in partnership with those responsible for governance and through consultation with the school community.
- Ability to inspire and influence staff, pupils, parents and the local community, developing engagement with a school vision, values and goals which impact on school improvement.
- Provides visible and supportive direction which empowers, enables and motivates all staff and pupils to excel.
- Maintains a good knowledge of latest developments and innovative ideas, effectively analyses risk and works with subject leaders to implement these to drive school performance.
- Ability to make difficult decisions and convey outcomes clearly and sensitively, influencing others in a variety of situations.

- Welcomes strong governance and works collaboratively with the GB to understand its role and 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 stable learning environment by monitoring the quality and consistency of teaching throughout the school, adopting effective coaching opportunities where necessary.
- Secures excellent evidence informed practice through an analytical understanding of how all pupils learn (including those with barriers to learning) and of the core features of successful classroom practice..
- Ensures that teachers and other staff have consistently high expectations of what each pupil can achieve, securing strong outcomes, closing attainment gaps and ensuring that pupils are effectively prepared for their next phase of education and life.
- 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.
- 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 and fostering a culture of high expectation and mutual respect between pupils and adults.

Section 4 Organisational effectiveness

- Able to hold all staff to account for their professional conduct and practice, supporting them to improve and value excellent practice, including adoption of high quality training
- Creates an ethos within which all staff are motivated and supported to develop their own professional 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.

Section 5 Ethos / Values

- Is committed to promoting positive and respectful relationships across the school community and a safe, orderly and inclusive environment.
- Holds a passionate desire for every child to flourish and achieve their very best in their academic, social, physical and spiritual development.
- 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.

Section 6 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 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.