



## **Headteacher- Person Specification Group 3 school**

This person specification sets out the many and varied qualities we are looking for in the individual to be selected as Headteacher of Sandling Primary School. The following are key competencies that the governing body believe our new headteacher will need:

### **Leadership**

- Works in partnership with the Governing body to create the school's vision which has a clear focus on pupil outcomes.
- Leads by example – with integrity, creativity, resilience and clarity.
- Provides visible and supportive direction which empowers, enables, motivates and develops the whole school.
- Demonstrates ability to think strategically: initiating, planning, monitoring and evaluating school improvement and change processes.
- Demonstrates excellent people management skills, emotional intelligence and approachability.
- Creates an ethos within which all staff are motivated.
- Has the ability to listen, consult with others, and communicates proactively.
- Keeps up to date with education developments and seeks innovative solutions.
- Analyses risk and develops and implements effective interventions and solutions to improve school performance.
- Recognises and grows the potential of all staff at all levels within the school.
- Inspires and influences others to believe in the importance of education in children's lives and encourages them to value education.
- Works in partnership with governors and actively supports the governing body to understand its role and deliver its functions of strategy-setting and monitoring effectively.

### **Teaching, Learning and Assessment**

- Has a continuous track record of improving school performance.
- Articulates a clear and compelling set of principles, underpinned by a desire to make a difference to the life chances of all pupils.
- Is an expert practitioner in planning and delivering a high-quality provision, who analyses quantitative and qualitative data to effectively develop school priorities and make rational judgements to inform future practice.
- Consistently sets ambitious targets from effective data analysis secures strong outcomes and closes attainment gaps for all children.
- Works with teams to identify the right long-term priorities for the school, ensuring these continue to inform both the School Plan and the quality of teaching across the school.

- Effectively supports others to create an effective and stimulating learning environment by monitoring the quality and consistency of teaching throughout the school.
- Has an understanding of the principles of effective teaching and learning and the ability to promote a culture of learning throughout the school.

### **School Management and Sustainability**

- Creates a culture whereby, colleagues who have distinct roles and responsibilities can hold each other to account.
- Creates an ethos within which all staff are motivated and supported to develop their own skills, subject knowledge, and support each other.
- Identifies emerging talents in current and aspiring leaders, leading to clear succession planning.
- Provides all staff with development opportunities and coaching.
- Proactively responds to change 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.
- Has the ability to adapt, communicate and engage effectively at all levels, with a variety of stakeholders, demonstrating emotional intelligence, warmth and approachability.
- Makes prompt, clear decisions which may involve tough choices or considered risks.
- Sets clearly defined objectives.
- Plans activities and projects well in advance and takes account of possible changing circumstances.

### **Ethos and Values**

- Possesses a passionate belief that all children can succeed.
- Conveys their passion to make a difference.
- Demonstrates integrity in all aspects of work.
- Promotes equality of opportunity and respect for diversity.
- Values and respects the different experiences and backgrounds others bring to work.
- Demonstrates a commitment and understanding to Safeguarding and the promotion of the welfare and safety of children with a deep and accurate working knowledge of relevant policies, procedures and practices related to all aspects of Safeguarding and Child Protection.
- Supports and encourages every child to flourish and achieve their very best in their academic, social, physical and emotional development.
- 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.