**Headteacher**

1. **Qualifications**

1.1 Qualified Teacher Status (QTS)

1.2 To be able to evidence Professional Development in preparation for Headship such as NPQSL, NPQH or other relevant study.

2. **Vision & Values**

*Highest possible academic achievement for our children – We are a small school aiming high.*

2.1 Encourages organisational and individual responsibility towards the community and the environment.

2.2 Passionate to deliver a first class education for every child with a belief that every child can succeed.

2.3 Proven record of raising standards in teaching, learning and achievement.

2.4 Determined to developing a distributed approach to leadership within our school, ensuring roles and responsibilities of staff are clear and are supported, challenged and held to account for them to have impact on teaching, learning, the curriculum and pupil outcomes.

**3. Experience**

3.1 Successful teaching across the primary sector age range.

3.2 Experience leading and managing the work of others productively at a senior leadership level.

3.3 Can demonstrate positive impact on teaching, learning and assessment at a whole school level through coaching, mentoring or development of staff or a team of coupled with effective systems of appraisal and accountability.

3.4 Current knowledge of and experience in ensuring statutory requirements are met in an area or areas

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3.6 Promoting the highest standards of safeguarding and Child protection through training and a deep and current knowledge of policy and practice.

3.7 Experience of curriculum development including its intent, implementation and impact.

3.6 Promoting the highest standards of safeguarding and Child protection through training and a deep and current knowledge of policy and practice

3.8 Experience of successfully promoting the welfare and wellbeing of pupils and staff

3.9 Successful ability to set appropriately ambitious targets to raise achievement including diminishing the difference to close the achievement gap

3.10 Experience of working effectively with governors, parents and wider stakeholders.

**4. Competencies and Skills**

4.1 The ability to inspire and win confidence in others.

4.2 The ability to set a compelling vision for the future of the school and to inspire, enable and win confidence in others in implementing it.

4.3 The ability to work within a sustainable budget plan so that the school remains increasingly viable

4.4 To deliver an effective response to key issues affecting pupil achievement, progress and attainment and Safeguarding.

4.5 To action plan effectively based on identified organisational and professional development priorities.

4.6 To take on targets set regarding teaching, learning, monitoring and evaluating these in ways that motivate colleagues.

4.7 To model and encourage the effective application of information and communication technologies so that teaching and support staff are inspired, and standards of attainment and progress raised.

4.8 Is able to give and receive constructive criticism.

4.9 Is regarded as a school leader but also a team player, with a commitment to work in partnership with the Governing Body, parents, local church and village, other schools, especially within the AFACT Foundation Trust and to contribute to the collaborative ethos of local partnerships.

4.10 Is courageous and believes in better.

4.11 Understanding of budget planning, monitoring and control management (e.g: Key Stage or subject area)

4.12 Demonstrates an ability to think strategically – initiating planning, monitoring and evaluation processes to support continuous school improvement.

4.13 An excellent classroom practitioner who demonstrates good and outstanding teaching and can secure in others through effective support.

4.14 To be approachable and able to manage people effectively through high levels of emotional intelligence.

4.15 Strong written and verbal communication that meets the needs of the full range of stakeholders.

4.16 Understanding of what is involved in leading a small school including an ability to prioritise and work across a wide range of leadership areas at the same time.