



**Head Teacher
Person Specification**

| Factors | Essential or desirable | Measured by |
|--|-------------------------------|--------------------|
| Qualifications | | |
| Qualified teacher status/Qualified Teacher Learning & Skills. | E | A |
| Appropriate leadership and management training, qualification or accreditation e.g. NPQH. | D | A |
| Safeguarding training at appropriate level for post. | E | A/I |
| Evidence of further study, action research, significant curriculum development or school improvement. | E | A |
| Experience and knowledge | | |
| Recent and successful experience (at least 3 years) as a senior leader in a primary school or academy. | E | A |
| Knowledge and understanding of primary education including current national policy framework and initiatives. | E | A/I |
| Successful experience of leading school improvement and raising achievement. | E | A/I |
| Planning, determining and organising major curriculum areas. | E | A/I |
| Knowledge and experience of initiating and implementing strategies to embrace multi-agency partnership working. | E | A/I |
| Experience of organisational and financial management including budget responsibilities. | D | A/I |
| Evidence of successfully leading and managing change in pursuit of strategic objectives which are translated into action plans. | E | A/I |
| Experience of using assessment data to track and analyse pupil progress and setting targets for improvement. | E | A/I |
| Successful experience of coaching and mentoring colleagues to achieve continuous improvement. | E | A/I |
| In-depth knowledge and understanding of safeguarding legislation and statutory guidance. | E | A/I |
| Knowledge and experience of preparing and participating in school inspections. | E | A/I |
| Application of new technologies to teaching, learning and management. | D | A/I |
| Record of working collaboratively with the governing board including producing and presenting information to support them in their governance role. | E | A/I |
| Skills and attributes | | |
| Exemplary primary teaching practitioner with ability raise and maintain high standards. | E | A/I |
| Ability to think strategically and articulate a clear vision for the future of the school which is implemented through managed and monitored action plans. | E | A/I |
| Ability to build and support a high performing team, holding staff to account for their performance. | E | A/I |
| Ability to promote and maintain high standards of behaviour in school. | E | A/I |
| Excellent interpersonal skills with a variety of audiences. | E | I |
| Be an inspiring and motivating role model for staff, children, and the wider community. | E | I |
| Ability to enhance parent/carers engagement to support children's learning. | E | A/I |

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| Ability to maintain a positive approach under pressure, meeting deadlines and being able to reprioritise when required. | E | I |
| Ability to understand and appreciate the school's current strengths and be open to, and generate, new ideas to develop and improve. | E | I |
| Ability to work on own initiative and with a team, being willing to undertake professional duties at short notice when the need arises. | E | A/I |
| Personal skills | | |
| Ability to articulate own educational vision and how this will enhance learning at the school. | E | A/I |
| Ability to form and maintain appropriate relationships and personal boundaries with young people and being committed to the welfare and safeguarding of young people. | E | A/I |
| Capacity to relate to all pupils from a variety of backgrounds in order to motivate them to achieve their potential. | E | A/I |
| Resilient and reliable leader with strong motivation and drive who is committed to the development of young people and staff. | E | A/I |
| Be approachable and have personal presence with the ability to gain confidence of colleagues and school community and engage in school activities. | E | I |
| Able to gain credibility and respect of colleagues quickly to establish productive working relationships. | E | I |
| Handles sensitive issues constructively to avoid or resolve conflict quickly, ensuring inclusion, addressing diversity and access. | E | A/I |
| Demonstrates integrity, professional courtesy and role models high standards of behaviour. | E | I |
| Commitment to own personal and professional development and that of all staff. | E | A |
| Commitment to open, collaborative style of management welcoming discussion and encouraging engagement. | E | A/I |
| Able to work effectively with the physical and financial resources available to the school. | E | I |