

Person Specification

This table lists the essential and desirable requirements needed in order to perform the job effectively.

Candidates will be shortlisted based on the extent to which they meet these requirements.

Essential: Requirements without which the job could not be done.

Desirable: Requirements that would enable the candidate to perform the job well.

Evidence: A = Application Form, I = Interview, R = Reference.

	Essential	Desirable	Evidence
Qualifications and Professional Development			
Qualified teacher Status	X		A/I/R
Evidence of Continuing professional development relating to school leadership, management and curriculum/teaching and learning	X		A/I/R
Ability to identify own learning needs and support others in identifying their learning needs	X		A/I/R
Leadership Pathways certification		X	A/I/R
Experience			
Experience of working with other schools/organisations/agencies	X		A/I/R
Experience of leading/coordinating professional development opportunities	X		A/I/R
Substantial, successful teaching experience at outstanding grade	X		A/I/R
Experience of working within a multicultural urban setting.	X		A/I/R
Experience of working in/or leading effective staff teams	X		A/I/R
Experience with working with governors to enable them to fulfil whole school responsibilities.		X	A/I/R
Experience of effective monitoring and evaluation of teaching and learning.		X	A/I/R
Experience of performance management and supporting the professional development of colleagues.		X	A/I/R
Experience of effective whole school self-evaluation and improvement strategies.		X	A/I/R
Experience of presenting reports to governors		X	A/I/R

Professional Knowledge and Understanding			
Evidence of having successful strategies for planning, implementing, monitoring and evaluation school improvement		X	A/I/R
Evidence of having successfully translated vision into reality at whole school level.		X	A/I/R
Ability to articulate and share a vision of primary education within the context of the school's mission statement	X		A/I/R
Ability to inspire and motivate staff, pupils, parents and governors to achieve the aims of the school	X		A/I/R
Ability to analyse data, develop strategic plans, set targets and monitor/evaluate progress towards these	X		A/I/R
Knowledge of what constitutes quality in teaching and learning, the characteristics of effective schools and strategies for raising standards and the achievement of all pupils.	X		A/I/R
Understanding of and commitment to promoting and safeguarding the welfare of pupils	X		A/I/R
Understanding of effective resource deployment	X		A/I/R
Knowledge and experience of a range of successful teaching and learning strategies to meet the needs of all pupils	X		A/I/R
Personal Skills and Attributes			
High quality teaching skills	X		A/I/R
High expectations of pupils' learning and attainment	X		A/I/R
Strong commitment to school improvement and raising achievement for all	X		A/I/R
Ability to build and maintain good relationships	X		A/I/R
Ability to remain positive and enthusiastic when working under pressure	X		A/I/R
Ability to organise work, prioritise tasks, make decisions and manage time effectively	X		A/I/R
Empathy with children	X		A/I/R
Good communication skills	X		A/I/R
Good interpersonal skills	X		A/I/R

Stamina and resilience	X		A/I/R
Effective ICT skills	X		A/I/R
Other			
A willingness to promote the ethos of the school	X		A/I
Commitment to the School's Equal Opportunities Policy and Acceptance	X		A/I/R
Ability to communicate effectively, orally and in writing to a range of audiences – e.g. staff, pupils, parents, governors.	X		A/I/R
Successful involvement in staff recruitment, appointment/induction		X	A/I
Understanding of how financial and resource management enable a school to achieve its educational priorities		X	A/I/R