



Barlborough Primary School

APPOINTMENT OF CO-HEADTEACHER

Person Specification

Measurements: A = Application I = Interview R = Reference	
<p>Qualifications</p> <ul style="list-style-type: none"> DfE recognised qualified teacher status/Qualified Teacher Learning and Skills (QTLS) status and registered with the Institute for Learning (IFL) Appropriate leadership and management training, accreditation, or qualifications, which may include NPQH, are considered desirable 	<p>A</p> <p>A, I</p>
<p>Experience</p> <ul style="list-style-type: none"> Significant recent and relevant experience as a Headteacher, Deputy, or Assistant Headteacher A recent senior leadership post for at least 3 years A proven track record of successful leadership Successful experience of raising achievement Working with and engaging the involvement of external partners and the local community Successful teaching of pupils in the primary phase Planning, determining, and organising major curriculum areas Working collaboratively to promote a shared vision 	<p>A, I, R</p> <p>A, I</p> <p>A, I, R</p> <p>I, R</p> <p>A, I</p> <p>A, R</p> <p>A, I</p> <p>A, I</p>
<p>Knowledge and Understanding of current issues and best practice including:</p> <ul style="list-style-type: none"> Safeguarding children and young people What constitutes a good school The process of strategic planning and school self-evaluation Ways to communicate and translate a shared vision into practice Leading the management of change Application of new technologies to teaching, learning and management Comparative data and performance indicators to establish benchmarks and set targets for improvements National policy framework and current educational legislation and initiatives Principles of effective teaching and assessment for learning Roles and responsibilities of Governing Body, LA and of the requirements for accountability School budget management and financial responsibilities Strategies for fostering school improvement, including attendance and behaviour for learning Equal opportunities and commitment to their pursuit Legal issues relating to school management 	<p>A, I</p> <p>I</p> <p>A, I</p> <p>A, I</p> <p>I</p> <p>I</p> <p>I</p> <p>A, I</p> <p>I</p> <p>I</p> <p>A, I, R</p> <p>I</p> <p>I</p> <p>I</p>

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Personal and Professional Qualities

- Commitment to the welfare and safeguarding of young people I
- Strong personal motivation and drive I, R
- A genuine enthusiasm for, and commitment to, the development of young people, and concern for the development of colleagues and members of the wider school community I
- The ability to inspire, motivate staff, students and the wider community and engage their active commitment to your vision I, R
- Commitment to ensuring inclusion, addressing diversity and access A, I
- Commitment to own personal and professional development and that of all staff A, I
- High order analytical and problem-solving skills and the ability to make informed judgements I
- Excellent communication skills in a variety of media to a range of audiences including students, parents/carers, colleagues, and the wider school community A, I
- The ability to project the school in a positive way and establish the school at the heart of the community I
- The ability to engage parents and carers in supporting children’s learning I, R
- The ability to fill the role of lead professional in classroom practice R
- Commitment to an open, collaborative style of management I
- Evidence of collaborative working and networking with others, within and beyond the school to build and sustain a learning community A, I
- The ability to understand and appreciate the school’s current strengths and the ways in which these might be further developed I
- The ability to form and maintain appropriate relationships and personal boundaries with young people I, R