

Head of School - Person Specification

The panel will assess applications against the following attributes.

Qualifications and training

- Qualified teacher status (as recognised by the Department for Education).
- Successful completion of significant additional study relating directly to the education of primary-aged pupils and/or the management and organisation of a school.
- Participation in recent, relevant in-service training.

Leadership

- Knowledge and understanding of the role and responsibilities of senior leaders and governing bodies within primary schools.
- Experience of previous or current responsibilities within a successful senior management team. Substantive experience in a Head of School, Deputy or Assistant Head role is desirable.
- Experience of successfully leading teams staff deliver improvements and initiatives.
- The ability to:
 - think strategically and to plan effectively in both the short and long term;
 - embrace, lead and manage change effectively within an organisation;
 - inspire, motivate and support pupils, staff, parents (and carers), governors and the wider community about the work of a school;
 - engage effectively and collaboratively with school governors, encouraging others to do the same;
 - consult, seek advice and be pragmatic when making decisions;
 - motivate a body of staff and maintain their resilience in the face of adversity;
 - communicate effectively with, listen to, and learn from pupils, staff, parents (and carers), governors and other members of the community;
 - promote the professional development of all staff.

Commitment to excellence in education

- Robust knowledge and understanding of recent developments and legislative changes in education and how these impact on the leadership and management of a primary school.
- Substantial and high quality experience of teaching within the early years foundation stage, key stage 1 or key stage 2 of the national curriculum.
- Experience of teaching in an inner-city or culturally diverse environment is desirable.
- Commitment to raising the academic and personal achievement of pupils significantly and to holding high expectations of all children.
- Understanding of effective assessment in education and its use to promote the academic progression for pupils.
- A proven ability to deliver a differentiated curriculum to pupils with a diverse range of social, emotional, cultural, intellectual and physical needs.
- The ability to:
 - demonstrate a commitment to inclusion, ensuring all pupils have the opportunity to participate in a full range of curricular and enriched extra-curricular activities; promote a positive ethos and pride in a school and its physical environment together;
 - develop and maintain high standards of behaviour among pupils;



- raise standards and significantly improve achievement;
- innovate to make learning inspiring, engaging and fun for pupils.

Equal Opportunities

- Commitment to promoting, implementing and monitoring equal opportunities across all aspects of the school.

Management

- Understanding of school self-evaluation and the processes involved in becoming an effective self-evaluating school.
- Understanding of school finance and budgets.
- Understanding of effective performance management processes for staff.
- The ability to:
 - work co-operatively with a range of external agencies within a local area and beyond;
 - delegate and manage staff workload effectively;
 - devise and implement effective measures for the performance of the school using inspection reports, data and research and to keep these measures under systematic review;
 - use management information systems, in particular, IT systems to drive school improvement. knowledge of an IT system for school administration;
 - manage finance efficiently in accordance with the agreed priorities and delegated authority of the school; and
 - pursue additional funding and resources for the benefit of the school community.