



HEAD OF SCHOOL PERSON SPECIFICATION



	Essential	Desirable
Qualifications and Professional Development	<ul style="list-style-type: none"> • Qualified Teacher Status • Evidence of Continuing Professional Development relating to whole school leadership/curriculum development 	NPQH or further professional qualification
Experience	<ul style="list-style-type: none"> • Successful teaching experience within the EYFS/Primary age range • Leadership experience across EYFS, KS1 <i>and</i> KS2 	<p>Successful leadership experience to at least Deputy/Assistant Head level</p> <p>Advanced Skills/Leading Practitioner status</p> <p>NCETM accredited professional development trainer</p> <p>Teaching experience in a Church of England Primary School</p> <p>Experienced SENCO/Holds SENCO Award</p>
Strategic Leadership	<ul style="list-style-type: none"> • Ability to provide clear educational vision and direction • A working knowledge of how to manage the reputation of the school and engage with the school community • Ability to inspire and motivate all stakeholders • Evidence of developing effective strategies for school improvement • High level of involvement with school improvement planning • High level involvement in monitoring and evaluation procedures leading to clear impact • Ability to work in partnership with senior leaders, executive team and governors • Ability to set challenging targets for children and staff • Ability to analyse and use pupil data on attainment and progress to raise standards • Secure knowledge of the Ofsted Framework 	<p>Experience of SIAMS/knowledge of framework</p> <p>Successful experience of integrating British Values and /or Christian Values into school life</p> <p>Use of assessment data to improve standards</p>

Leading Teaching and Learning	<ul style="list-style-type: none"> • Understand the principles of effective teaching and learning • Successful experience of monitoring, evaluating and improving the quality of teaching and learning • An in-depth knowledge and understanding of maths mastery teaching • Understanding the role and impact of assessment in children's learning • Secure knowledge of statutory requirements relating to curriculum and assessment • Experience of leading curriculum innovation • Successful experience of developing effective learning behaviours and strategies for supporting pupils to regulate their behaviour 	Attachment Awareness Training Maths Mastery training/NCETM accreditation
Leading and Managing Staff	<ul style="list-style-type: none"> • Ability to lead, manage and motivate across the school community • Ability to establish positive working relationships with children, staff and parents • Ability to plan, allocate, delegate, support and evaluate work undertaken by individuals and teams • Successful experience of identifying the need for, and leading, staff training • Experience of taking a lead role in performance management of staff including leading lesson observations • Experience of dealing with staff when performance gives cause for concern 	Experience of working with governors
Managing Resources	<ul style="list-style-type: none"> • Ability to manage, monitor and review available resources, ensuring value for money 	Budgetary management experience Experience of recruiting and deploying staff

<p>Personal Skills and Qualities</p>	<ul style="list-style-type: none"> • Strong commitment to raising standards • High expectations of self and others • Resilient • Ability to establish and maintain positive relationships, including with parents • Ability to remain positive and enthusiastic, including when under pressure • Excellent written and verbal communication skills • High levels of motivation and integrity. • Effective time-management/organised • Empathy with children • Dedicated to promoting their professional development and achieving desired qualifications • Able to plan and take control of situations • Committed to contributing to the federation and its community • Capable of handling a demanding workload and successfully prioritising work • Professionally assertive, decisive, and clear thinking • A good team player, with the ability to also work on their own initiative. 	<p>Effective computing skills for both teaching and management</p>
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