



# Vacancy: Head Teacher

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## Information for Applicants



Regents Park Community Primary School

Arthur Street, Small Heath, Birmingham, B10 0NJ

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# ADVERT

## Head Teacher

**Pay Range: Group 3 L18 - L24 £78,702- £91,158**

Closing date: **9th January 2025 at 9.00am**

Regents Park Community Primary School, located in Small Heath, Birmingham, is a thriving two-form entry local authority primary school with a Nursery.

With the upcoming retirement of our valued and respected Head Teacher at the end of the summer term, the Governors are seeking a dynamic and visionary leader to take on the role of Head Teacher. The successful candidate will provide stability and strategic direction, building on the school's clear vision to be at the heart of an ambitious and settled local community. Our school has long been a cornerstone of the community, and we take great pride in this tradition. We seek a Head Teacher who will lead our school community with ambition, focusing on pupils' attainment, well-being, and individual outcomes. The new Head Teacher will also continue to strengthen the vital partnerships between home, school, and community to support the learning and development of all children.

The ideal candidate will have strong leadership experience and a comprehensive understanding of the challenges faced by schools both locally and nationally. They should be capable of devising and implementing effective solutions to address these challenges. Our school maintained its 'Good' judgement in the most recent ungraded inspection in December 2021. Therefore, we are seeking a candidate who can confidently demonstrate our continued success and address the school's developmental priorities as it experiences its next inspection. Our goal is to provide a rich and exciting curriculum with the highest quality of teaching and learning, ensuring that children enjoy and achieve in all aspects of their personal, social, and academic education. Our school community's motto is, 'Believe in yourself – anything is possible!'

Regents Park Community Primary School boasts a highly skilled and dedicated staff team who are enthusiastic and committed to creating a warm, caring, and friendly learning environment. The successful candidate will have excellent interpersonal skills and the ability to offer aspirational and collaborative leadership.

The successful candidate will also:

- Maintain high standards of progress and attainment, whilst being aspirational for the children ensuring they are well equipped for the next stage of their learning journey.
- Provide inspirational leadership, ensuring delivery of educational excellence through the highest possible standards of teaching and learning.
- Build and develop a positive culture within the school: it will be one which supports an effective learning environment which is caring, nurturing and inclusive, with a particular focus on staff and pupil wellbeing.

- Maintain and build, where necessary, links with stakeholders within the community and elsewhere.

Prospective candidates are encouraged to visit the school to gain an insight into this exciting role. We are able to offer the following dates and times for visits:

- **Tuesday 6th January 2026 at 11am to 12pm**

OR

- **Wednesday 7th January 2026 at 4:15 to 5:15pm**

School visits must be arranged by appointment and can be booked by contacting our School Business Manager, Mrs P Kelly on 0121 464 6746 or via email to [jobs@rgntpark@bham.sch.uk](mailto:jobs@rgntpark@bham.sch.uk)

The closing date for applications is **Friday 9th January 2026 at 9am.**

Shortlisting will take place on 12th January 2026.

Interviews are expected to take place on Wednesday 14th January 2026.

We welcome applications from all parts of our community.

This school is committed to safeguarding and promoting the welfare of children and expect all staff to share this commitment. The successful candidate will be subject to all necessary pre-employment checks, including: enhanced DBS; Prohibition check; Childcare Disqualification (where applicable); qualifications (where applicable); medical fitness; identity and right to work.

All applicants will be required to provide two suitable references.

An online search will also be carried out as part of due diligence on all short-listed candidates.

This post is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020. This means that, when applying for certain jobs and activities, certain spent convictions and cautions are 'protected', so they do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account..

This post is covered by Part 7 of the Immigration Act (2016). Therefore, the ability to speak fluent and spoken English is an essential requirement for this role

Further information about filtering offences can be found in the DBS filtering guide.

## ABOUT OUR SCHOOL

Type of school	2-form entry Community Primary
Age Range	3 – 11
Number of children	P/T Nursery (mornings only) 23
Reception – Year 6	372

### *Percentage of children*

FSM6	66%
SEN Support	23%
EAL	83%

Regents Park Community Primary School is a popular 2-form entry primary school located in Small Heath, an inner city area of Birmingham. The school is located approximately 1.5 miles to the east of the city centre, within the Bordesley Green Ward and within the Ladywood constituency. The school is a Local Authority maintained community primary school.

We, at Regents Park, believe in being a friendly, caring school which provides the highest standards of education for each and every one of its' pupils regardless of gender, race or ability.

Regents Park plays a positive and prominent role within the local community and values the involvement and contributions made by governors, staff, parents and community members. We encourage pupils to care for each other and their environment and show self-discipline, respect and tolerance towards one another.

We believe that children should be stimulated and encouraged to develop confidence in their academic ability and an awareness of their personal and social development through access to a broad, balanced and appropriate curriculum. The curriculum at Regents Park is taught in a flexible, creative manner which responds to the needs, interests and aptitudes of the pupils, encouraging their curiosity, self-motivation and independence.

At Regents Park we believe that all pupils have a valuable contribution to make to school life in a safe, non-threatening environment, where all children are encouraged to fulfil their potential.

Regents Park Primary School aims to improve the lives of all our children, young people and families. As a school we celebrate our rich diversity and take steps to prevent discrimination such as racism and sexism and to tackle all kinds of bullying including homophobic bullying. We celebrate all our children and their families without discrimination.

The 5 main principles of our school are as follows:

- We put children at the heart of everything we do
- We will work in partnership with parents to empower children to achieve their full potential
- We aim to enrich, serve and celebrate our diverse community
- We will provide a range of stimulating learning environments in which children are protected and safeguarded
- We respect the social and emotional needs of individual children and families and provide appropriate support through a multi-agency approach.

The school was last Ofsted inspected in December 2021 and was rated as an Ofsted GOOD provider. We are constantly striving to keep improving in all aspects of school life, including continuing to raise standards and outcomes for children. We aim to towards becoming an outstanding school that provides a broad and balanced curriculum and successfully prepares children for the next stage of their learning journey.

## **ACCOMODATION**

Regents Park Community Primary School was opened in 1975 to serve the local community within Small Heath. Since then, there have been many changes to the school building and the local environment.

Around 2010, the school began to expand from 2-form to 3-form entry and building work took place to accommodate the increased pupil numbers – this included the extension to the original building and the redesign of the school office and entrance area.

The school became fully 3-form entry in 2017; however, in common with many other schools within Birmingham, since 2019, there has been a fall back in pupil numbers and, since September 2024, the school has now returned to being 2-form entry across school.

The school site consists of a school Nursery and 2-form entry from Reception to Year 6. Altogether there is capacity for up to 450 pupil places across school.

The school has an Early Years Foundation Stage which consists of the Nursery class and two Reception classes. The Nursery class is able to accommodate up to 30 FTE children aged 3-4 years old. At present, Nursery children are offered daily part-time sessions in the morning only. Children then make the transition into our Reception classes, before moving into Key Stage 1 followed by Key Stage 2.



Year 1, 2 and 3 classes are located together on the ground floor of the school building and this phase is known as Lower School. Years 4, 5 and 6 are located on the upper floor of the school building and this phase is known as Upper School.

Children throughout the school make use of the additional facilities on site:



- A large outdoor learning environment including artificial sports area, trim trail and our Forest School area.
- Two school hall areas – one used specifically for assemblies, breakfast club and as our dining hall; the other used specifically as our PE hall
- A well-resourced library and learning area from which children may borrow fiction and non-fiction books.
- The Explorer Bus, located in the playground with reading area and learning centre.
- Access to a range of ICT resources, including laptops, green screen and tablet devices such as iPads.
- A multi-sensory room complete with equipment for multi-sensory activities for small groups of children aged from 3 -11 yrs.
- The Sunrise Room – this is an area of school that is set up to provide support for children across school with high level SEND



The school has its own kitchen and kitchen staff are employed by the school to cook meals on-site.

There are two small car parks on school site; one is located at the main entrance on Arthur Street and is used by school leadership, office staff and visitors to school; the other car parking area is located at the entrance to school on Dixon Road and is used by teaching staff.

## **THE GOVERNING BOARD**

The school is governed, in accordance with an Instrument and Articles of Government, by a governing body of 13 members, comprising:

- 2 Parents Governors
- 1 Staff Governor
- 1 Head Teacher Governor
- 1 Local Authority Governor
- 5 Co-opted Governors
- 3 Associate Governors (Non-voting)

The head teacher automatically becomes a member of the governing body unless he or she elects otherwise and notifies the Clerk of the governing body in writing of his or her decision not to become a member of the governing body.

The governing body meets at least once a term and that will usually be an evening meeting. The Governors also meet in committee groups (Standards & Performance committee and the Finance & Premises committee) at least once a term.

The Governors are representatives of the local council, the parents, the staff and the local community. They take a keen and active interest in the running of the school and, in conjunction with the staff, try to foster a good relationship with the community.



## STAFFING

Teacher staffing for each academic year is determined by the Governing Body in the light of the school's formula funded budget during the preceding autumn term.

The current staffing structure includes:

### **Senior Leadership Team** Head Teacher

Deputy Headteacher – Inclusion and Safeguarding Lead

3 Assistant Headteachers

- EYFS Phase Leader and SENDCo
- Lower School Phase Leader, English & Behaviour Lead
- Upper School Phase Leader, Attendance Lead

School Business Manager

### **Middle Leadership Team** Maths Lead, Science Lead, PSHE/ ECT Lead and

Pupil Premium Lead

### **Other Staff**

17 class teachers (including 2 ECTs)

4 Additional UQTs (1 PE teacher & 3 Cover teachers)

16 Teaching Support staff (incl. EYFS, Phonics & Reading Support and SEND Support staff & 1 Play Worker)

2 Buildings & Site staff

2 Office staff

1 IT Operations Manager

1 Parent Support Advisor

1 Learning Mentor (Current vacancy)

12 Lunchtime supervisors

7 Kitchen staff

3 Cleaning staff

## BUDGET

The delegated S251 budget for 2024/25 is £2,430,731 and for 2025/26 will be £2,467,099.

## ORGANISATION & CURRICULUM

Learning is a life-long process which enables us all to play a full part in society, to contribute to it and benefit from it. Parents, children, teachers, governors and the wider community are involved in this process. It is therefore of vital importance that the curriculum provides a solid foundation for future life experiences.

At Regents Park, we emphasise that all children have an entitlement to:

- equality of opportunity
- a curriculum which recognises the individuality and special needs of each child
- a curriculum which involves children in their learning
- a curriculum that equips children with the knowledge and skills to be successful in the next stages of their lives

The staff and governors wish to ensure that through this curriculum, children will develop and apply the skills, knowledge and understanding gained from their families, our school and the community.

### Early Years Foundation Stage Curriculum

The Early Years Foundation Stage forms a firm foundation for learning in our school. The children enjoy a stimulating and happy atmosphere where they learn important skills through their play, such as co-operation, communication and concentration. They are encouraged to develop their imagination and independence whilst acquiring those skills necessary for reading, writing, maths, science and information technology.

We follow the Early Years Foundation Stage curriculum. This enables us to organise carefully planned practical activities through themes and cross-curricular topics, so that the children gain experience in all the following areas of learning:



- Personal, Social and Emotional Development
- Communication and Language
- Physical Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

All areas align to the National Curriculum subjects.

## Key Stage 1 & 2 Curriculum Information

As a state-funded community primary school, we follow the National Curriculum. The 'basic' school curriculum includes the 'National Curriculum,' as well as religious education and sex and relationships education.

Compulsory national curriculum subjects at primary school are:

- English – We teach phonics & reading through the Little Wandle Letters & Sounds Revised programme
- Maths – We use White Rose maths planning
- Science
- Design and technology
- History
- Geography
- Art and design
- Music – we follow the Charanga music scheme
- Physical education (PE), including swimming
- Computing
- Ancient and modern foreign languages (at key stage 2) – we teach Spanish using Language Angels

As a school we also teach:

- personal, social and health education (PSHE)
- citizenship
- health and relationships education (HRE)



Religious education is provided in accordance with the Local Authority's "Agreed Syllabus". The religious beliefs of all pupils and their parents are respected, and appropriate arrangements are made for the withdrawal of pupils from RE lessons and acts of worship, when parents request this.

## Special Educational Needs & Disabilities

All teachers are committed to meeting the needs of all the children in their care, including those with Special Educational Needs & Disabilities. These may be in the form of sensory impairment, physical disability, communication, learning, emotional and behavioural difficulties.

Children with Special Educational Needs are provided with an individual programme of work with clear targets set to meet the needs. One of the AHTs is the SENDCo (Special Educational Needs Co-ordinator) at Regents Park and she assists in planning, monitoring and, in some

circumstances, implementing the programmes. Support agencies including Pupil and School Support Services and Communication and Autism teachers, visit the school on a regular basis to advise, support and to monitor progress.

The area of Special Educational Needs receives funding from the school budget to allow the purchase of specialist equipment and resources to aid the implementation of programmes. In recent years, a specific team of support staff has been developed to work with pupils across school that have a high level of need, including some children who access extra support within the Sunshine Room.

The school is part of a local network which provides training and resources to support children with Special Educational Needs.

The School Local Offer is published on the school website and outlines the provision on offer.

### **Curriculum enrichment & extra-curricular activities**

All year groups provide a varied and engaging enrichment programme linked to the topics and curriculum taught. Children take part in a variety of trips and visits within the local area, within Birmingham and further afield, e.g. EYFS farm visits, trip to Barry Island in Y2, trip to London to Imperial War Museum and Churchill War Rooms in Y6.

Each year group has the opportunity to work with a teacher from the Hippodrome Education Network (HEN project) as well as visitors to support art and music across school

We also run our own Forest School programme across school which is led by our Forest School teacher who works with each year group within PPA sessions.

In Year 3, all children take part in swimming lessons at Sparkhill Baths.



All children in Year 4 have the opportunity to begin to learn the guitar as part of the Wider Opportunities music programme run by the Music Service and children can then elect to carry on in Years 5 and 6.

We organise a two-night Residential trip for children in Years 5 and 6 in the Summer term.

All children have the opportunity to take part in extra-curricular activities. We take part in sporting activities with other schools through School Games and a variety of other

competitions such as Debate Mate and King Edward's maths competitions. We also work with the annual Schools Shakespeare festival charity and children perform at the MAC or at the Old Birmingham Rep Theatre.

## **SAFEGUARDING**

Regents Park is committed to the highest standards in protecting and safeguarding children and **this is the responsibility of all adults working in school.**

At Regents Park Community Primary School, in order to protect our children, we aim to:

- Create an atmosphere where all children can feel safe, valued and listened to
- Recognise signs and symptoms of abuse
- Respond quickly and effectively to cases of suspected abuse

At Regents Park, our Deputy Headteacher is the Designated Safeguarding Lead and is supported by the Head Teacher, Assistant Headteachers and the Parent Support Advisor who all work closely together to ensure our safeguarding duty is being met fully.

## **PASTORAL CARE & DISCIPLINE**

At Regents Park School, we follow a whole-school, positive approach to behaviour management, with a strong emphasis on praise and rewards. CEDRIC is the school mascot and the acronym for the school values. CEDRIC stands for Compassion, Equality, Determination, Responsibility, Integrity and Consideration. The CEDRIC values are displayed around school and all members of the school community will share and promote these. We believe that embracing these values will allow pupils to feel happy and safe, in an environment conducive to learning.

All members of the Senior Leadership Team are responsible for overseeing pastoral support for pupils across school, although the AHT responsible for behaviour line manages the work of our pastoral team. Since January 2025, we have had a vacancy within our staffing structure for a Learning Mentor; currently we have redirected a member of the teaching assistant staff to take on a pastoral support role in the interim. In addition to this support, we have a Play Therapist who works with children across school one day per week and whose caseload is managed by our Behaviour Lead.

## **ATTENDANCE**

Responsibility for monitoring attendance lies with one of our AHTs who leads an attendance team that also includes our school office manager, our Parent Support Advisor and our Learning Mentor.

Overall, attendance is good across school – in 2023-24, attendance was 95.4%.

## **PARTNERSHIP MONITORING, ADVICE & SUPPORT**

Regents Park Community Primary School is a member of the Cole Heath Consortium and we work closely with other consortium schools. We take part in a variety of network meetings (Leadership, SENDCo, Pastoral, Subject-specific meetings) and also work with schools within the consortium to provide moderation opportunities.

Regents Park is also working closely with Birmingham Education Partnership (BEP). Leadership is supported termly by a School Improvement Partner and, during 2024-25, we have also undertaken a SEND review and an Ofsted Preparation visit in partnership with BEP.

## **EDUCATION FOR A MULTI-CULTURAL SOCIETY**

The LA, as an integral part of its policy for 'Education for a Multi - Cultural Society' is committed to the promotion of justice and racial equality through the establishment of a strong multi-cultural perspective in all its schools. This is to be achieved through the implementation of three major objectives:

- Preparing all pupils for life in a multi-cultural society, building upon the strengths of cultural diversity;
- Providing for the particular needs of children, having regard to their ethnic, cultural and historical background.
- Being aware of and countering racism and the discriminatory practice to which it gives rise.

As a school we believe in promoting British values, namely democracy, individual liberty, the rule of law and mutual respect and tolerance of those of different faiths and beliefs. We do this through the ethos in school, a broad and balanced curriculum and enrichment activities.

## **PARENT/ TEACHER LINKS**

The school works closely with parents to support the children in school and also to support families. The school runs workshops and provides opportunities for parents to come into school and learn how best to support their children's learning.

Senior leaders in school are trained to support parents in terms of Early Help provision and can signpost parents and families to external agencies for further support.

We employ a Parent Support Advisor (PSA) who works with parents in need and also establishes links with local colleges to provide training opportunities for parents. The PSA also works in partnership with a group of parents and members of the local community within FORP (Friends of Regents Park) to organise fundraising events and an annual community trip.

## **LINKS WITH THE COMMUNITY**

We are committed to working with the wider community. Within the local area we have worked with Active Wellbeing and have developed links with All Saints Church and Trinity Birmingham. We are proud of our fund raising and charity work, both being involved with events such as Children in Need and Comic Relief, and supporting local food banks.

## **OTHER EXTERNAL SUPPORT SERVICES**

The school works in partnership with many external support services and providers, including:

- Birmingham Education Partnership (BEP)
- Little Sutton English Hub
- Birmingham Pupil & School Support
- Birmingham CAT team
- Educational Psychology Team
- Physical Disabilities Team
- Hearing impaired & Visual impaired Support Service Team
- NHS Community Speech & Language Service
- Early Help Hubs
- Beacon Behaviour Support
- Birmingham Services for Education
- Birmingham Music Service
- Compass Mental Health
- Active Wellbeing
- Birmingham Hippodrome Education Network

## **HEAD TEACHER INDUCTION**

All new head teachers are able to access induction and support, on a rolling programme, to be negotiated through the Local Authority/ BEP.

# **JOB DESCRIPTION & PERSON SPECIFICATION**

## **JOB DESCRIPTION**

### **Head Teacher**

**Pay Range: Group 3 L18 - L24 £78,702- £91,158**

#### **Purpose of the role**

The Head Teacher is accountable to the Governors and will be responsible for providing robust leadership, strategic direction, and operational management of Regents Park Community Primary School, in line with the school's vision, ensuring the delivery of high-quality provision for the children, staff, and community.

The Head Teacher will continue to provide the school with the stability and vision with a strong sense that the school is at the heart of an ambitious and settled local community. The Head Teacher will lead the school community so that it maintains its focus on being ambitious for all pupils' attainment, well-being and individual outcomes.

#### **General Responsibilities**

Be aware of and comply with relevant DfE policies and procedures, including those relating to safeguarding, health and safety, confidentiality and data protection.

- Embrace and celebrate diversity, ensuring equal opportunities for all.
- Contribute to the atmosphere and nature of the school.
- Behave in a professional manner at all times demonstrating mutual respect, good manners, politeness and common courtesies for all members of our community. We believe the leader of our school is a role model for our pupils.
- Ensure own continuous professional development, seeking active opportunities for innovative and effective practice.
- Undertake any other duties/responsibilities which may reasonably be regarded as within the grade of the post as defined.

#### **Key Responsibilities**

##### ***Strategy and leadership***

- Communicate compellingly the school's vision and drive through strategic leadership, empowering all pupils and staff to excel.
- Work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context.



- Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.
- Hold and articulate clear values and moral purpose, focused on providing a world class education for the pupils they serve.
- Display a strong history of supporting and working with SEND education.
- Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community.
- Lead by example - with empathy, integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.

### ***Teaching and learning***

- Encourage ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of pride and accountability in staff for the impact of their work on pupils' outcomes and opportunities.
- Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being.
- Continue to develop a stimulating and creative base for learning.
- Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.
- Support the ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
- Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
- Hold all staff to account for their professional conduct and practice.

### ***School improvement***

- Create an outward-facing school which works with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils.
- Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
- Mentor teachers to be better teachers in all classrooms.
- Develop teachers' understanding of assessment.
- Provide CPD for teachers and support staff.
- Model best teaching practice for teachers.
- Ensure that the curriculum continues to be stimulating, relevant, and relevant.
- Moderate work, providing relevant and effective feedback.
- Develop the role of leaders in supporting the development of teaching & learning.

### ***Management of resources***

Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.

- Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.
- Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
- Work collaboratively with the governance structure for the school – understanding remits and functions to set school strategy and monitor school performance
- Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability.
- Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.

The Head Teacher will be required to safeguard and promote the welfare of children and young people and follow school and the local authority policies.

### **Key Relationships**

- Senior Leadership made up of 1 Deputy Head, 3 Assistant Heads and 1 School Business Manager
- School staff
- Parents and families
- External agencies
- Local Authority
- DfE
- Ofsted

The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed. The responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment.

## PERSON SPECIFICATION

### Head Teacher

**Pay Range: Group 3 L18 - L24 £78,702- £91,158**

Regents Park Community Primary School is committed to maintaining the highest standards of safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An Enhanced DBS check is required for the successful applicant.

The following outlines the key skills and experience required for this position.

The selection panel will assess each candidate against the criteria listed below, expecting candidates to demonstrate knowledge and understanding of each area, and to show evidence of having applied (or awareness of how to apply) this knowledge and understanding in the school context.

The panel will use the following assessment tools: Application form (A), Interview process (I)

CRITERIA		Essential/Desirable	M.O.A.
<b>EDUCATION/ QUALIFICATIONS</b>  NB: Full regard must be paid to overseas qualifications	Degree	E	A
	Qualified teacher status	E	A
	NPQH	D	A
	Recent and relevant CPD	E	A/I
	Further relevant study	D	A
<b>EXPERIENCE</b>  (Relevant work and other experience)	Recent Primary Head Teacher or substantial Deputy Head teacher experience	E	A,I,P

	<p>Career progression showing experience at different levels of senior leadership.</p> <p>Record of teaching in ethnically and culturally diverse communities.</p> <p>Record of impact on school improvement planning and implementation.</p> <p>Successful track record of forging constructive relationships beyond the school, working in partnership with other schools, parents, carers and the local community</p> <p>Experience of Designated Safeguarding Lead</p>	<p>E</p> <p>D</p> <p>D</p> <p>E</p> <p>E</p>	<p>A</p> <p>A,I,P</p> <p>A</p> <p>A,I,P</p> <p>A,I,P</p>
<p><b>SKILLS AND ABILITIES</b></p> <p>Leadership and Management (staff)</p>	<p>Ability to set targets, inspire, motivate and challenge staff to achieve them and to have high expectations of their students.</p> <p>A positive approach to equal opportunities and to the development of staff in the context of the schools needs and their career aspirations.</p> <p>Ability to sensitively resolve conflict, professional and personal problems.</p> <p>Ability to implement structures and systems; delegate appropriately to secure effective curriculum delivery and accountability.</p>	<p>E</p> <p>E</p> <p>E</p> <p>E</p>	<p>A,I,P</p> <p>A,I,P</p> <p>A,I,P</p> <p>A,I,P</p>
<p>Leadership and Management (students)</p>	<p>Commitment to student personal safety, academic needs and achievement at the highest possible individual level.</p>	<p>E</p>	<p>A,I,P</p>

Leadership and Management (curriculum)	Inspire high student expectations while sensitive to individuals' backgrounds.	E	A,I,P
	Ability to analyse complex data and issues related to student attainment and progress and to develop effective strategies to resolve them.	E	A,I,P
	Ability to establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines.	E	A,I,P
	Implement consistent, fair and respectful approaches to managing behaviour	E	A,I,P
	Demonstrate an understanding of the impact of systems and techniques for the monitoring of student performance, and a track record of deploying them into detailed plans with quantifiable targets.	E	A,I,P
	A record of management within an inclusive school delivering high standards and educational excellence.	E	A,I,P
	Have knowledge and understanding of up-to-date curriculum issues and a record of curriculum delivery, monitoring and assessment.	E	A,I,P
	Ability to manage the development of the curriculum at different levels that extends individual students, taking into account their limitations while striving for excellence.	E	A,I,P
	Understand the need to monitor the proper use and management of resources and be able to identify risks and ways of mitigating them.	E	A,I,P

Resource Management	Understand the principles of budget building and value for money have a commitment to balancing the budget annually.	E	A,I,P
	Knowledge of the statutory regulations controlling staffing, salary calculations and financial management.	E	A,I,P
	Ability to understand the impact of strategic decisions on resource allocations and overall expenditure.	E	A,I,P
	Effective communication with staff, students, parents, carers, Governors, community organisations and external agencies.	E	A,I,P
Working in Partnership	Forge constructive relationships beyond the school, working in partnership with other schools, parents, carers and the local community	E	A,I,P
	Commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support	E	A,I,P
	Establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils	E	A,I,P
Accountability and Governance	Present information in a clear easy-to-read format, easy to understand so that pertinent questions can be asked by Governors, parents, carers and others.	E	A,I,P
	A track record of working closely with a Governing Body and its committees.	E	A,I

<b>OTHER</b>	A passion for teaching and learning and working with young people.	E	A,I,P
	Self-motivating and able to motivate, inspire and challenge others.	E	A,I,P
	Excellent interpersonal and communication skills.	E	A,I,P
	Self-aware with conviction for own vision and approach and able to carry others towards the same goals.	E	A,I,P
	Ability to think analytically, strategically and creatively.	E	A,I,P
	Confident, cheerful, optimistic, resilient personality with a good sense of humour.	E	A,I,P
	Personal Qualities: <ul style="list-style-type: none"> <li>• Calm</li> <li>• Visible and approachable</li> <li>• Supportive</li> <li>• Resilient</li> <li>• Responsible</li> <li>• Confident</li> <li>• Self-reflective</li> </ul>	D	A,I,P