



Person Specification – Head Teacher

Here at Vermont Primary School our mission is to be a 'family' that belongs, believes and achieves together.

Many of our SEMH children come to us having had challenging times in mainstream schools, some have even been out of school for a long time and have lost confidence in schooling. Creating a family-like environment where they feel understood and have a strong sense of belonging is therefore key to our success in enabling our pupils to be their best.

Working with these pupils is challenging but extremely rewarding. Our team is highly motivated by the fact that Vermont makes a real difference. Truly individualised learning is underpinned by rigorous and detailed monitoring and a unique emotional and behavioural curriculum which enables children to succeed where in the past they have not done so.

The position of Head Teacher provides an excellent opportunity to work as part of an enthusiastic team who provide a safe, stimulating and caring educational environment.

Under the current Head Teacher the school has come a long way and has a deserved high reputation with many parents making a positive choice to send their children to us.

Following a major SEN review in Southampton, and the impending retirement of the current head, Governors are looking for a strong and visionary leader to lead the school and build on its significant strengths as it grows over the next few years from the current 50 pupils to a potential 76 by 2024-25, and then possibly further expansion after that.

The new Head Teacher will be expected to lead the successful growth (and relocation) of the school whilst maintaining its strong values and whilst contributing to and benefiting from the cooperative environment within the Aspire Community Trust, of which the school is a member.

Qualities expected of all candidates

We are looking for a well-qualified professional with at least some experience with primary age SEMH pupils.

- A strong commitment to the education (including their social and emotional learning) and wellbeing of our children with the highest expectations and standards for self, staff and children. This will require the head to be an excellent role model
- A vision for the future of the school that is well considered and motivates others
- Strong and proven Leadership skills. This includes delegation skills and the strength to use authority based upon their expertise to hold others to account
- Strong and proven management skills. This includes the ability to make timely decisions, design and implement action plans and be a respected mentor and coach.
- Financial acumen, an ability to prioritise and achieve results for our children whilst balancing budgets.

- An ability to build relationships based upon trust, sensitivity and credibility with the school's partners--parents/carers, The Aspire Community Trust, and the local authority
- Practical and down to earth approach
- Able to deal with setbacks whilst maintaining personal drive
- An ability to motivate our team to achieve the apparently impossible
- Positive behaviour management skills and the ability to stay calm at all times
- A strong understanding of Emotional intelligence
- A knowledge of SEN spectrum and potential implications for communication, learning and behaviour patterns

Qualifications & experience

- Must have QTS (Qualified Teacher Status.) Further qualifications achieved or worked towards are desirable.
- Must be a serving Head teacher / Deputy Headteacher
- Experience of working with primary age SEMH pupils, perhaps in a mainstream environment, and a real passion for helping and making a difference to these pupils' lives and future prospects.

Shaping the future

1. Demonstrates the ability to think strategically, build and communicate a coherent vision in a range of ways
2. Able to inspire, challenge, motivate and empower others to carry the vision forward
3. Track record of providing inspirational and strong leadership to teaching staff
4. Leads by example in order to promote the school's vision and values for the pupils, staff, governors and parents of the school
5. Is committed to:
 - Maintaining a collaborative school vision of excellence and equity that sets high standards for every pupil
 - Setting and achieving ambitious, challenging goals and targets
 - Inclusion and the ability and right for everyone to achieve their full potential

Leading learning and teaching

1. Accesses, analyses and interprets information through a variety of sources
2. Initiates and supports research/debate about effective learning and associated behavioural and emotional development
3. Develops relevant strategies for continuous performance improvement in terms of children's academic, emotional, behavioural and social development

4. Is committed to:
 - Choice and flexibility in learning to meet the personal learning needs of every child
 - Raising standards for all in the pursuit of excellence
 - Continuous learning for the entire school community
 - Entitlement of all pupils to effective learning and teaching

Developing self and working with others

1. Fosters an open, fair and equitable culture and manages conflict
2. Develops, empowers and sustains individuals/teams
3. Collaborates and networks with others within and beyond the school
4. Challenges, influences and motivates others to attain high goals
5. Gives and receives effective feedback and acts to improve personal performance
6. Accepts appropriate support from others including colleagues and governors
7. Is committed to:
 - CPD for all (including self)
 - Shared leadership
 - Effective team working
 - Prioritising the mental health and wellbeing of staff and pupil

Managing the organisation

1. Establishes and sustains appropriate structures and systems for strategic and operational effectiveness
2. Manages the school efficiently and effectively on a day-to day basis through effective planning and organisation
3. Seeks innovative solutions to funding constraints and utilises resources effectively within the school budget, providing excellent value for money
4. Delegates management tasks and monitors their implementation
5. Makes professional, management and organisational decisions based on informed judgments
6. Thinks creatively to anticipate and solve problems
7. Gives priority to safeguarding and is committed to rigour and continuous improvement wherever possible

Securing accountability

1. Demonstrates political insight and anticipates trends
2. Engages the school community in the systematic and rigorous self-evaluation of the work of the school

3. Collects and uses a rich set of data to understand the strengths and weaknesses of the school
4. Is committed to:
 - The principles and practice of school self-evaluation
 - Working effectively and efficiently towards the academic, spiritual, moral, social, emotional and cultural development of all pupils
 - Individual, team and whole school accountability for pupils learning outcomes

Strengthening community

1. Builds and maintains effective relationships with parents, carers, partners, The Aspire Trust and the community that enhance the education of all pupils
2. Engages in a dialogue which builds partnerships and community consensus on values, beliefs and shared responsibilities
3. Listens to, reflects and acts on community feedback
4. Is committed to:
 - Maintaining and further promoting the Vermont Family and the 'Belong, Believe and Achieve' ethos
 - Effective teamwork within the school and with external partners
 - Working with other agencies for the wellbeing of all pupils and their families
 - Involving parents and community in supporting the learning, behaviour and social development of children and in defining and realising the school vision
 - Collaborating and networking with other schools, particularly those within the Aspire Trust to improve outcomes

Personal attributes

1. The determination and resilience never to accept mediocrity
2. The ability to inspire confidence and respect, to motivate and challenge
3. The ability to articulate a passion for delivering high quality education to pupils and their families
4. Excellent written and verbal communication and presentation skills
5. Inquisitive and able to think creatively, solve problems and make decisions based on a range of evidence and with sound judgement
6. Embraces and drives change for the good, taking risks when necessary
7. Approachable and enjoys being highly visible to the school community, demonstrating impact and presence
8. Self-motivated with a high level of organisational skills and the ability to prioritise and balance workload effectively
9. Values diversity and the unique place and contribution every individual makes to the learning community
10. A sense of humour