**Person Specification**

**Headteacher The Croft Primary School**

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| **Factors**  | **Essential or Desirable**  | **Measured by**  |
| **Qualifications**  |
| Qualified teacher status/Qualified Teacher Learning & Skills.  | E  | A  |
| Appropriate leadership and management training, qualification or accreditation e.g. NPQH.  | E  | A  |
| Safeguarding training at appropriate level for post.  | D  | A/I  |
| Evidence of further study, action research, significant curriculum development or school improvement.  | E  | A  |
| **Experience and Knowledge**  |
| Recent and successful experience (at least 3 years) as a senior leader in a primary school or academy.  | E  | A  |
| Knowledge and understanding of primary education including current national policy framework and initiatives.  | E  | A/I  |
| Successful experience of leading school improvement and raising achievement.  | E  | A/I  |
| Planning, determining and organising major curriculum areas.  | E  | A/I  |
| Knowledge and experience of initiating and implementing strategies to embrace partnership working to raise the profile of the school.  | E  | A/I  |
| Experience of organisational and financial management including budget responsibilities.   | D  | A/I  |
| Evidence of successfully leading and managing change in pursuit of strategic objectives which are translated into action plans.  | E  | A/I  |
| Experience of using assessment data to track and analyse student progress and setting targets for improvement.  | E  | A/I  |
| Successful experience of coaching and mentoring colleagues to achieve continuous improvement.  | D  | A/I  |
| In-depth knowledge and understanding of safeguarding legislation and statutory guidance.  | E  | A/I  |
| Knowledge and experience of preparing and participating in school inspections.  | E  | A/I  |
| Application of new technologies to teaching, learning and management.  | D  | A/I  |
| Record of working collaboratively with governing bodies/boards including producing and presenting information to support them in their governance role.  | E  | A/I  |
| Successful implementation of strategies and impact relating to Pupil premium and S.E.N.D children.  | E  | A/I  |
| **Practical Skills**  |
| Exemplary primary teaching practitioner with ability raise and maintain high standards.   | E  | A/I  |
| Ability to share knowledge and demonstrate outstanding practice in relation to pedagogy across the whole school.  | E  | A/I  |
| Ability to think strategically and articulate a clear vision for the future of the school which is implemented through managed and monitored action plans.  | E  | A/I  |
| Ability to build and support a high performing team, holding staff to account for their performance.  | E  | A/I  |
| Excellent interpersonal skills with a variety of audiences.  | E  | I  |
| Be an inspiring and motivating role model for staff, children and the wider community.  | E  | I  |
| Ability to further develop partnerships with others in the community in order to enhance the personal development of our children.   | E  | I  |
| Ability to enhance parent/carer engagement to support children’s learning.   | E  | A/I  |
| Ability to maintain a positive approach under pressure, meeting deadlines and being able to reprioritise when required.   | E  | I  |
| Ability to understand and appreciate the school’s current strengths and be open to, and generate, new ideas to develop and improve.  | E  | I  |
| Ability to work on own initiative and with a team, being willing to undertake professional duties at short notice when the need arises.  | E  | A/I  |
| **Personal Skills**  |
| Ability to form and maintain appropriate relationships and personal boundaries with children and being committed to the welfare and safeguarding of children.  | E  | A/I  |
| Resilient and reliable leader with strong motivation and drive who is committed to the development of children and staff.  | E  | A/I  |
| Be approachable and have personal presence as a visible leader with the ability to gain confidence of colleagues and school community and engage in school activities.  | E  | I  |
| Able to gain credibility and respect of colleagues quickly to establish productive working relationships.  | E  | I  |
| Willingness to contribute to enrichment activities and lead intervention projects.  |  D | I |
| Handles sensitive issues constructively to avoid or resolve conflict quickly, ensuring inclusion, addressing diversity and access.  | E  | A/I  |
| Demonstrates integrity, professional courtesy, and role model’s high standards of behaviour.  | E  | I  |
| Commitment to own personal and professional development and that of all staff.   | E  | A  |
| Commitment to open, collaborative style of management welcoming discussion and encouraging engagement.  | E  | A/I  |
| Able to work effectively with the physical and financial resources available to school.  | E  | I  |