



APPOINTMENT OF HEAD TEACHER

Measurements: A = Application I = Interview R = Reference

- DfE recognised qualified teacher status or Qualified Teacher Learning and Skills (QTLS) status and registered with the Education and Training Foundation (ETF).
- Appropriate leadership and management training, accreditation or qualifications, which may include NPOH, are considered desirable

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- Significant recent and relevant experience as a Head Teacher, Deputy or Assistant Head Teacher
- A recent senior leadership post for at least 3 years
- A proven track record of successful leadership
- Successful experience of raising achievement
- Working with and engaging the involvement of external partners and the local community
- Successful teaching of pupils in the primary phase
- Planning, determining and organising major curriculum areas

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Knowledge and understanding of current issues and best practice including:

- Safeguarding children and young people
- What constitutes an outstanding school
- The process of strategic planning and school self-evaluation
- Ways to communicate and translate a shared vision into practice
- Leading the management of change
- Application of new technologies to teaching, learning and management
- Comparative data and performance indicators to establish benchmarks and set targets for improvements
- National policy framework and current educational legislation and initiatives
- Principles of effective teaching and assessment for learning
- Roles and responsibilities of Governing Body, LA and of the requirements for accountability
- School budget management and financial responsibilities
- Strategies for fostering school improvement, including attendance and behaviour for learning
- Equal opportunities and commitment to their pursuit
- Legal issues relating to school management
- School Specific:
 - Issues particular to small schools

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'Where everything can be achieved.'

MORLEY
PRIMARY SCHOOL

APPOINTMENT OF HEAD TEACHER

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Personal and Professional Qualities	
• Commitment to the welfare and safeguarding of young people	I
• Strong personal motivation and drive	I, R
• A genuine enthusiasm for, and commitment to, the development of young people, and concern for the development of colleagues and members of the wider school community	I
• The ability to inspire, motivate staff, students and the wider community and engage their active commitment to your vision	I,R
• Commitment to ensuring inclusion, addressing diversity and access	A, I
• Commitment to own personal and professional development and that of all staff	A,I
• High order analytical and problem solving skills and the ability to make informed judgements	I
• Excellent communication skills in a variety of media to a range of audiences including students, parents/carers, colleagues and the wider school community	A,I
• The ability to project the school in a positive way and establish the school at the heart of the community	I
• The ability to engage parents and carers in supporting children's learning	I,R
• The ability to fill the role of lead professional in classroom practice	R
• Commitment to an open, collaborative style of management	I
• Evidence of collaborative working and networking with others, within and beyond the school to build and sustain a learning community	A,I
• The ability to understand and appreciate the school's current strengths and the ways in which these might be further developed	I
• The ability to form and maintain appropriate relationships and personal boundaries with young people	I,R