



Appleton CE Primary School
Building Wisely for Life

Appleton Person Specification

The following criteria will be used for selection purposes:

QUALIFICATIONS	ESSENTIAL/ DESIRABLE	How Assessed
Qualified Teacher Status with graduate level qualification	E	A
Evidence of further study	D	A
Award of the National Professional Qualification for Headship	D	A

PROFESSIONAL EXPERIENCE	ESSENTIAL/ DESIRABLE	
Substantial and varied teaching experience across the primary age range to understand and evaluate excellence	E	A/I
Evidence of implementing innovative and progressive ideas successfully into practice	E	T/I
Senior Leadership experience in a primary school	E	A
Experience as a Headteacher or Acting Head Teacher in a primary school	D	A
Experience and knowledge of working in a Church of England Primary school	D	A/I
A proven track record of school improvement and raising standards rooted in critical and developmental school self-evaluation	E	I
Demonstrates ability to use performance data and wider evidence to identify, formulate, implement, monitor and evaluate targets for the school	E	T/I
Curriculum leadership and development, and assessment processes	E	A/I
Evidence of regular, recent and appropriate professional development	E	A
A proven track record of raising pupil's achievement across a wide range of abilities and social contexts	E	A/I
High capability and experience of Safeguarding procedures and practices	E	T/I
Able to develop and communicate a shared vision for success for a school over a 1-year horizon.	E	T
Working effectively in partnership with parents, governors and other key stakeholders	E	T/I
Successful line management and staff development, developing the leadership and talents of others	E	I
Experience of strategic financial planning, budget management and the management of resources	E	T/I
Draw on and apply external best practice to further develop staff and pupils	D	I
Completion of the Secretary of State's approved 'safer recruitment' training	D	A



PROFESSIONAL KNOWLEDGE	ESSENTIAL/ DESIRABLE	How Assessed
An up-to-date understanding of national education policy, curriculum developments and the statutory and legal framework within which a school operates, including the new OFSTED framework.	E	T
Knowledge of what constitutes outstanding teaching.	E	A/T
Knowledge of the principles and practice of effective teaching and learning for pupils with varying learning abilities and or challenging behaviour.	E	T
Sound understanding and commitment to all professional statutory duties, including HR and safeguarding policies and practices.	E	I
An excellent knowledge of, and proven commitment to, the SEND Code of Practice and the promotion of inclusion	E	I
Ability to analyse evidence of how well pupils are learning, and knowledge to use analyses to support continued development	E	T
Commitment to promoting children's personal development, wellbeing, safeguarding and protection and knowledge of relevant processes and protocols	E	A/T/I
Understanding of the importance of strong governance and ability to actively support the governing board to deliver its functions effectively	E	I
Knowledge and understanding of the accountability framework and performance measures in which schools operate	E	T/I

PROFESSIONAL ATTRIBUTES & SKILLS	ESSENTIAL/ DESIRABLE	How Assessed
Strong interpersonal skills, able to build relationships of confidence and trust	E	A/T/I
Able to foster an open, fair, equitable culture	E	I
A proven track record of providing strong collaborative leadership	E	I
Able to inspire, empower and effectively manage staff	E	I
Able to understand and meet the needs of pupils from diverse backgrounds	E	I
An understanding and interest in strategies to reward, recognise and motivate children	E	T
Able to develop strategies that encourage parents to support their children's learning and welcome their involvement	E	T
An understanding of the potential of new technology in a school environment	D	I

PERSONAL QUALITIES	ESSENTIAL/ DESIRABLE	How Assessed
Enthusiasm, energy, honesty and vision to develop a high-calibre team	E	A
Able to prioritise and manage time effectively, working to deadlines and demonstrating composure under pressure	E	T/I
Able to be accountable to stakeholders and to hold others to account	E	I
Have a strong, positive personal impact, conveying authority, confidence, approachability and care for all	E	T/I
Able to build productive professional relationships and work in partnership with individuals, communities and organisations outside the school	E	I
Progressive thinker who can bring creativity to balance current priorities with future aspirations	E	T
Have a growth mindset; seeing the potential in all pupils and staff and bringing out the best in them	E	I