**Kirkburton CE (VA) First School**

**Note to applicants**

You should provide a high quality, concise letter of application which addresses the following criteria, in no more than 3 pages of A4, font size 12. To be short listed candidates will initially be judged on how well they address the criteria listed as essential. Desirable criteria will be taken into account if there are a large number of applicants.

The end column indicates how the criteria will be identified; Application Form, (A) Letter of Application, (L) Interview (I) and /or References (R)

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|  |  | **Essential** | **Desirable** | **How identified?** |
| **1** | **Qualifications** |  |  |  |
| **1.1** | Qualified Teacher Status | E |  | A |
| **1.2** | Evidence of further relevant professional development in school leadership such as NPQH, NPQSL, Higher Degree, Post Graduate qualification |  | D | A |
| **1.3** | Evidence of regular and relevant professional development (Please list this on a separate sheet of A4. This will not be counted in the word count of the letter of application) | E |  | A |
| **2** | **Experience** |  |  |  |
| **2.1** | Experience of teaching within a primary age range school ( eg First school, Infant school, Junior school or through primary school)  | E |   | A |
| **2.2** | Substantial experience of working within a senior leadership team, and be able to evidence with impact aspects of successful whole school leadership.  | E |  | A and L |
| **3** | **Qualities and knowledge** |  |  |  |
| **3.1**  | A commitment to positively promoting the Christian identity and values of the school | E |  | L and I |
| **3.2** | Evidence of the ability to clearly communicate and effectively implement a shared vision  | E |  | L and I |
| **3.3** | Evidence of developing, leading and monitoring strategic plans to realise the school vision and sustain school improvement | E |  | L and I |

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| **3.4** | Demonstrate excellent inter-personal skills and the ability to secure positive relationships and attitudes towards children, staff, parents, Governors and the wider community | E |  | L and I and R |
| **3.5** | Evidence of resilience, clear thinking and self-motivation in successful leadership | E |  | L and I |
| **3.6** | Experience of leading and empowering staff and children to achieve their potential through challenge and change management | E |  | L and I |
| **3.7** | Evidence of how current educational developments, national policy and research and have enhance school self-improvement | E |  | L and I  |
| **4** | **Developing children and staff** |  |  |  |
| **4.1** | Experience of securing excellent teaching through a clear understanding of how children learn through the ages and phases and of the core features of successful classroom practice | E |  | L and I |
| **4.2** | Experience of using curriculum design and devolved curriculum leadership to achieve successful outcomes for children | E |  | L and I |
| **4.3** | Experience of organising and sharing best practice within and between schools, to establish a culture of professionaldevelopment | E |  | L and I |
| **4.4** | Evidence of coaching and developing staff which deepens subject knowledge and builds upon emerging talents in order to secure standards of excellence  | E |  | L and I |
| **4.5** | Experience of holding staff to account for their professional conduct and practice, providing challenge and taking appropriate action when performance is unsatisfactory | E |   | L and I |
| **4.6** | Evidence of developing the spiritual, moral, social and cultural development of all children | E |  | L and I |
| **4.7** | Ensuring staff have the necessary skills and knowledge to promote equality, respect diversity and challenge stereotypes to promote the rights of children | E |  | L and I |
| **5** | **Accountability - Systems and Processes** |  |  |  |
| **5.1** | Ability to undertake school self-evaluation using a range of evidence including performance data and external evaluations for monitoring whole school progress to improve outcomes for all children | E |  | L and I |
| **5.2** | Experience of setting ambitious standards for all children, overcoming disadvantage and advancing equality, ensuring the accountability of staff for the impact of their work | E |  | L and I |
| **5.3** | Experience of presenting a clear account of the school’s performance to members of the school community, including Governors, to enable others to fulfil their responsibilities | E |  | I |
| **5.4** | Experience of embedding policies and practice throughout the school and implementing procedures to monitor and evaluate their impact | E |   | L |
| **5.5** | Demonstrate effective distributed leadership, through building teams with clear roles and responsibilities | E |  | L and I |
| **5.6** | Knowledge of how to provide a safe, calm, well-ordered environment for all children and staff, focused on safeguarding children and developing exemplary behaviour in school and in the wider society | E |  | L and I |
| **5.7** | Demonstrate an understanding of the role of the Governing Body and how the Headteacher supports Governors to ensure they fulfil their duties effectively | E |  | L and I |
| **5.8** | Demonstrate an understanding of curriculum–led financial planning which ensures the appropriate deployment of budgets and resources in the best interests of children’ achievements and the schools sustainability |  | D | L |
| **6** | The self-improving school system |  |  |  |
| **6.1** | Experience of working collaboratively with other schools, agencies, the wider community, Christian and other faith communities, to enrich the learning experiences of children |  | D | L |
| **6.2** | A commitment to develop and enhance links with the local Parish Church and other local churches  | E |  | L and I |
| **6.3** | Evidence of strong parental engagement to enhance children’s enjoyment, well-being, achievement and personal development. | E |  | L and I |
| **6.4** | An ability to creatively promote the school within the local community and beyond including |  E |  | L and I |
| **6.5** | Experience of working with professionals and colleagues in other public services to improve academic and social outcomes for all children. |  | D | L |

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| **7** | **Safeguarding children** |  |  |  |
| **7.1** | Knowledge, understanding, experience of and commitment to Child Protection, safer recruitment and safeguarding policies and procedures. | E |  | L and I and R |
| **7.2** | Ability to form and maintain appropriate relationships and personal boundaries with children | E |  | I and R |
| **7.3** | Willingness to undertake an enhanced Disclosure and Barring Service check. Please note a conviction may not exclude candidates from employment but will be considered as part of the selection process. | E |  | A and I |
| **7.4** | Fully supportive references | E |  | R |