



Together, We Can Do It!

# Catherine Junior School Headteacher

## Person Specification

### Summary

Experience and abilities to provide the vision and the professional leadership of **Catherine Junior School** which secures its success and improvement, ensuring high quality education for all its pupils and improved standards of achievements.

Appointment Criteria	E/D	Measurement
<b>Qualifications and Training</b>		
Degree or equivalent and Qualified Teacher Status.	E	1,2
NPQH or working towards qualification.	D	1,2
Commitment to and evidence of continuing professional and personal development.	E	1,2
<b>Experience</b>		
Relevant senior leadership and management experience across the primary age range.	E	1,2
Experience of leading Safeguarding in a school.	E	1,2
Evidence of improving teaching and learning and raising achievement for all pupils.	D	1,2
Experience of working in a multicultural setting.	E	1,2
Experience of monitoring and evaluating teaching and learning across year groups.	E	1,2
Evidence of effective teaching, assessment and target setting.	E	1,2
Experience of successful change management including changing cultures and expectations.	E	1,2
Track record of working in collaboration with other schools to realise improvement and raise standards.	E	1,2
Experience of developing and maintaining effective relationships with the local and the wider community, including parents to enhance learning and educational achievements.	E	1,2
Experience of managing finance and providing value for money in a difficult economic environment.	E	1,2

Experience of using a range of mechanisms for working productively with the Governing Body and an understanding of its statutory duties.	E	1,2
<b>Knowledge and Understanding</b>		
Knowledge of systems for school self-evaluation, effective monitoring and inspection.	E	1,2
Understanding budgetary information and ability to think strategically and to plan effectively both in the short and long term.	E	1,2
Understanding of employing performance management techniques to achieve high quality teaching and learning.	E	1,2
Understanding of the environment within which the school operates – at national and local level.	E	1,2
Sound up to date knowledge of developments in education, teaching and learning and best practice.	E	1,2
Knowledge of statutory requirements for SEND provision.	E	1,2
Understanding of the need for a personalised/adapted curriculum for pupils with complex needs within a DSP or SEND unit.	D	2
Knowledge of current risks and legal requirements, including health and safety, national policies and guidance on the safeguarding and promotion of the wellbeing of children.	E	2
Knowledge of whole school curriculum development.	E	2
Understand the role of the school in the community and actively seek to develop greater collaboration with members of the community.	E	2
<b>Skills and Abilities</b>		
Ability to formulate a clear strategic vision for school improvement and translate this into strategic objective, longer term plans and specific outcomes.	E	2
Able to initiate and manage change and improvement in pursuit of higher standards.	E	2
Able to provide professional direction to the work of others so that they can prioritise, plan and organise their own work.	E	2
Able to devolve responsibilities, delegate tasks.	E	2
Able to monitor performance to ensure high standards and the development of professional practice among school staff.	E	2
Able to deal with under performance in a robust and effective manner.	E	2
Excellent communication skills and the ability to adapt style to suit the audience.	E	2
Able to develop and promote a positive image of the school.	E	2

Creativity and imagination to anticipate and solve problems and identify opportunities for the school.	E	2
Able to think analytically and use numerical, financial and other data (e.g. inspection, benchmarking and research findings) to make informed decisions.	E	2
Create an atmosphere of open communication where people feel able to express opinion and know their views will be respected.	E	2
Ability to promote a positive ethos and pride in a school and its physical environment together.	E	2
<b>Personal Attributes</b>		
Create a strong, positive personal impact, conveying authority, confidence, approachability, warmth and humour.	E	2
To command credibility and respect from all members of the school community.	E	2
Demonstrate flexibility and an ability to adapt to changing circumstances and new ideas.	E	2
Demonstrate enthusiasm for and commitment to the role; along with reliability, absolute integrity and a passion for education.	E	2
<b>Equal Opportunities</b>		
Ability to articulate a vision that promotes the spiritual, moral and cultural development of all pupils.	E	2
Commitment to social inclusion, cohesion and equality of opportunity in employment and provision of education and learning opportunities.	E	2
Understanding the issues relating to the particular needs of a diverse community.	E	2

E = Essential; D = Desirable

1 = From written application, documentary evidence, including Ofsted reports, and references;

2 = From interview and/or assessment centre

### **Required**

Satisfactory DBS check. Applicants will be required to undertake pre-employment checks which will include a declaration that neither they, nor anyone who lives in the same household, is a disqualified person under the Childcare (Disqualification) Regulations 2009 as other necessary checks.