



Person Specification (E – essential, D – desirable)		Method of Assessment
Qualifications		
- Qualified Teacher Status (E)	-	A/I
- Honours degree level or equivalent qualification (E)	-	A/I
- National Professional Qualification for Headship or working towards this or other evidence of other successful post-graduate study (e.g.: MA/Med, PGDip, Diploma) relevant to the post (D)	-	A/I
- Level 3 Safeguarding or DSL Qualification (D)	-	A/I
Experience		
- Proven, recent, successful leadership at senior level in a primary school (E)	-	A
- Successful experience of having worked in a range of educational settings with children from diverse backgrounds (D)	-	A/I
- Background in the application of outstanding practice in inclusion (D)	-	A/I
- Proven excellent and inspirational teaching in the primary sector: KS1 and KS2 (E), EYFS (D)	-	A/I
- Proven successful leadership of whole school curriculum initiatives to raise achievement, demonstrating ambition for all children and meeting a diverse range of intellectual, social, emotional, cultural and physical needs (E)	-	I
- Analysis of pupil performance information and data to identify trends and inform strategic planning to raise pupil achievement (E)	-	I
- Successful staff recruitment, selection and development as well as in conducting all aspects of performance management (E)	-	A/I
- Successful creation and maintenance of effective, productive partnerships with all stakeholder (parents, pupils, governors, staff) and other organisations in the wider community (E)	-	I
- Effective financial planning, budget and resource management and staff deployment (E)	-	I
- Experience of school inspections (D)	-	A/I
- Experience of working with fellow professionals and colleagues across a range of other public sector services (D)	-	I
- Experience of handling complaints and of supporting teachers to handle concerns (D)	-	I
Professional knowledge and skills		
- Thorough knowledge and understanding of current educational issues (E)	-	I
- Ability to articulate, share and promote a vision for the school (E)	-	I
- Secure understanding of the statutory requirements for the curriculum and assessment in primary schools (E)	-	I
- Knowledge of SEND, the associated challenges around SEND funding and working with education services (E)	-	I
- Thorough knowledge of effective systems for school self-evaluation, monitoring, strategic planning and inspection (E)	-	I
- Ability to think analytically and use numerical, financial and other data (eg inspection, benchmarking and research findings) to make informed decisions (E)	-	I
- Commitment to continuing professional development at a personal level and ability to lead quality professional development and evaluate its impact on school improvement (E)	-	I

Happy

Curious

Resilient

Kind



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<ul style="list-style-type: none"> - Secure IT Skills and understanding of the role of ICT in effective administration, management and teaching and learning (E) - Understanding of and commitment to promoting the safeguarding and welfare of pupils (E) - Commitment to maintaining and further developing the existing positive culture of high expectation and performance (E) - Demonstrate strong interpersonal skills - written and verbal (E) - Ability to plan, organise and prioritise tasks (E) - Ability to deal sensitively with people and to resolve conflicts (E) 	<ul style="list-style-type: none"> - I - I - I - I - I - I
Philosophy and commitment	
<ul style="list-style-type: none"> - Strong, shared belief in the school's Vision and Values (E) - Commitment to be ambitious for every pupil in our community (E) - Commitment to maintain and build upon the school's inclusive and nurturing culture (E) - Commitment to ensure that all pupils are at the centre of decision making (E) - Commitment to be visible to and to actively support the staff community (E) - Commitment to participate and contribute to the wider aspects of school life: PTA etc (E) - Commitment to respect others and embrace our whole school community (E) - Commitment to embrace Thinking Schools Methodologies (E) - Commitment to supporting the school's environmental intelligence strategy (E) 	<ul style="list-style-type: none"> - A/I - A/I - A/I - A/I - A/I - A/I - A/I - A/I - A/I
Personal qualities	
<ul style="list-style-type: none"> - Happy: an individual with a positive outlook on life who is able to help others to identify the good in a situation (E) - Curious: an individual with an inquisitive mind and a continuing thirst for knowledge (E) - Resilient: an individual with the energy and determination to overcome challenges and realise positive outcomes for all (E) - Kind: an individual who is empathetic and supportive of others (E) - Passionate educator: an individual who strives to secure a bright future for all pupils through the provision of an exciting, relevant education and who derives pleasure from being in the classroom (E) - Inspirational leader: an individual with the ability to inspire, motivate and lead. Someone who leads by example and with integrity (E) - Visionary: an individual who is able to shape the future rather than be shaped by events (E) - Approachable: an individual capable of putting people at ease and of maintaining and building relationships, working with individuals, groups and organisations to realise goals (E) - Good listener: an individual capable of listening to and understanding the thoughts and needs of others (E) - Good communicator: an individual with the confidence and ability to clearly articulate and deliver a message with conviction to a diverse audience (E) - Innovator: an individual with the curiosity and courage to identify and embrace new concepts and methodologies as well as the tenacity to see things through to a successful conclusion (E) 	<ul style="list-style-type: none"> - A/I - A/I - A/I - A/I - A/I - A/I - A/I - A/I - A/I - A/I - A/I

Happy

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Method of assessment key:

A – Application form

I - Interview

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