

## PERSON SPECIFICATION

The person specification shows the abilities and skills you will need to carry out the duties in the Job Description. You should indicate clearly how you meet these requirements with examples of impact when you fill in your application form and supporting statement.

The letters in the final column indicate in which element of the recruitment and selection procedure the evidence is intended to be collected.

Key:

|   |           |
|---|-----------|
| E | Essential |
| D | Desirable |

| Attributes                     | Criteria  | E/D |
|--------------------------------|---|-----|
| <b>EDUCATION AND TRAINING:</b> | Qualified Teacher Status  | E   |
|                                | Graduate level qualification or equivalent  | E   |
|                                | Evidence of recent training including leadership, management skills and other Continuous Professional Development   | E   |
|                                | Achieved NPQH<br>(or evidence that candidates applying for first headship are studying for this qualification)  | D   |
| <b>RELEVANT EXPERIENCE:</b>    | Record of successful senior leadership experience within the primary phase  | E   |
|                                | Teaching in more than one school  | D   |
|                                | Teaching experience in all Primary Key Stages   | D   |
|                                | Proven track record of raising educational standards  | E   |
|                                | Leadership in school development planning, self-evaluation and monitoring   | E   |
|                                | Building and maintaining effective relations with children, parents and carers, other schools and the wider community   | E   |
|                                | Financial planning and budget management and application of principles of best value  | E   |
|                                | Identifying and meeting the professional development needs of self and other staff through monitoring, evaluation and performance management  | E   |
|                                | Recruiting, selecting and deploying staff   | E   |
|                                | Participating in OFSTED, Local Authority and other inspections  | D   |
|                                | Leadership role in an Academy school  | D   |
|                                | Using and interpreting complex data to measure, evaluate and account for the school's performance and to improve aspects of school life   | E   |
|                                | Evidence of significant, positive interaction with a school Governing Body and the capacity to assist the Trust in its strategic ambitions  | D   |
| <b>KNOWLEDGE OF:</b>           | The principles of equality and diversity that supports a culture that embraces diversity and equal opportunities within the classroom and community   | E   |
|                                | How to provide a broad and balanced education and the widest range of opportunities for all pupils, including SEND and disadvantaged children, to enable them to achieve their full potential | E   |
|                                | Legislative and statutory requirements  | E   |
|                                | The principles of effective teaching and assessment for learning  | E   |
|                                | All Key Stages within primary education   | E   |
|                                | Primary Curriculum Development, particularly KS2  | E   |

## PERSON SPECIFICATION

|                            |  |   |
|----------------------------|--|---|
| <b>UNDERSTANDING OF:</b>   | Importance of ensuring and promoting the safeguarding and welfare and wellbeing of all in the school   | E |
|                            | The benefits of working with other agencies for the well-being of all pupils   | E |
|                            | The use of appraisal in promoting and sustaining whole school improvement  | E |
|                            | How to engage children through an exciting child centred, creative curriculum and the importance of engaging children in their learning  | E |
|                            | Effective school governance  | E |
| <b>SKILLS:</b>             | Able to inspire, challenge, motivate and empower teams and individuals to achieve high goals   | E |
|                            | Able to plan, organise, and delegate effectively, embracing distributed leadership   | E |
|                            | Excellent interpersonal skills, able to develop effective relationships with parents, carers, and all members of the school and wider community  | E |
|                            | Excellent communication skills, written and oral, persuasive public speaker  | E |
|                            | Strategic thinking and leadership skills, strong analytical and strong problem-solving skills  | E |
|                            | Able to communicate, manage and implement change, listening, valuing and responding to others appropriately  | E |
| <b>ADDITIONAL FACTORS:</b> | Demonstrate personal and professional integrity, including modelling values and vision, leading by example, demonstrating resilience and optimism  | E |
|                            | Evidence of strong emotional intelligence and the ability to work with staff in a way that motivates and engages staff and particularly develops a strong team approach to delivery                      | E |
|                            | The capacity to work effectively with the Trustees and Governors to improve outcomes for children  | E |
|                            | Able to enhance the school as part of the wider community through partnership and collaboration, including working with other Trusts and within a local cluster of schools                               | E |
|                            | Able to provide a caring and considerate learning environment, fostering an open and fair culture  | E |
|                            | Able to demonstrate political insight and anticipate and respond to trends that impact on the whole school community   | D |
|                            | Evidence of networking skills that build a professional learning community and enable good practice to be shared for the benefit of the School, Academy Trust, local cluster of schools and Universities | D |
|                            | Evidence of development and involvement in extra-curricular provision and residential visits   | E |
|                            | Personal resilience. Aware of own strengths and areas for development, acts appropriately on feedback and can demonstrate a capacity for sustained hard work   | E |
|                            | Able to demonstrate commitment to safeguarding and promoting the welfare of children   | E |
|                            | Supportive of the mission and values of the Trust and able to assist the Trust in its strategic ambitions  | E |