



WILLIAM LEVICK PRIMARY SCHOOL APPOINTMENT OF HEADTEACHER

Person Specification

Measurements: A = Application I = Interview R = Reference	
<p>Qualifications</p> <ul style="list-style-type: none"> • DfE recognised qualified teacher status/Qualified Teacher Learning and Skills (QTLS) status and registered with the Institute for Learning (IFL) • Appropriate leadership and management training, accreditation, or qualifications, which may include NPQH, are considered desirable 	<p>A</p> <p>A, I</p>
<p>Experience</p> <ul style="list-style-type: none"> • Significant recent and relevant experience as a Headteacher, Deputy, or Assistant Headteacher • A recent senior leadership post for at least 3 years • A proven track record of successful leadership • Successful experience of raising achievement • Working with and engaging the involvement of external partners and the local community • Successful teaching of pupils in the primary phase • Planning, determining, and organising major curriculum areas 	<p>A, I, R</p> <p>A, I</p> <p>A, I, R</p> <p>I, R</p> <p>A, I</p> <p>A, R</p> <p>A, I</p>
<p>Knowledge and Understanding of current issues and best practice including:</p> <ul style="list-style-type: none"> • Safeguarding children and young people • What constitutes a good school • The process of strategic planning and school self-evaluation • Ways to communicate and translate a shared vision into practice • Leading the management of change • Application of new technologies to teaching, learning and management • Comparative data and performance indicators to establish benchmarks and set targets for improvements • National policy framework and current educational legislation and initiatives • Principles of effective teaching and assessment for learning • Roles and responsibilities of Governing Body, LA and of the requirements for accountability • School budget management and financial responsibilities • Strategies for fostering school improvement, including attendance and behaviour for learning • Equal opportunities and commitment to their pursuit • Legal issues relating to school management 	<p>A, I</p> <p>I</p> <p>A, I</p> <p>A, I</p> <p>I</p> <p>I</p> <p>I</p> <p>A, I</p> <p>I</p> <p>I</p> <p>A, R</p> <p>I</p> <p>I</p> <p>I</p>

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Personal and Professional Qualities

- Commitment to the welfare and safeguarding of young people I
- Strong personal motivation and drive I, R
- A genuine enthusiasm for, and commitment to, the development of young people, and concern for the development of colleagues and members of the wider school community I
- The ability to inspire, motivate staff, students and the wider community and engage their active commitment to your vision I,R
- Commitment to ensuring inclusion, addressing diversity and access A, I
- Commitment to own personal and professional development and that of all staff A,I
- High order analytical and problem-solving skills and the ability to make informed judgements I
- Excellent communication skills in a variety of media to a range of audiences including students, parents/carers, colleagues, and the wider school community A,I
- The ability to project the school in a positive way and establish the school at the heart of the community I
- The ability to engage parents and carers in supporting children’s learning I,R
- The ability to fill the role of lead professional in classroom practice R
- Commitment to an open, collaborative style of management I
- Evidence of collaborative working and networking with others, within and beyond the school to build and sustain a learning community A,I
- The ability to understand and appreciate the school’s current strengths and the ways in which these might be further developed I
- The ability to form and maintain appropriate relationships and personal boundaries with young people I,R