



Findern Primary School  
 Buckford Lane, Findern, Derby DE65 6AR

Appointment of Headteacher

**Person Specification**

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

<ul style="list-style-type: none"> <li>• School budget management and financial responsibilities</li> <li>• Strategies for fostering school improvement, including attendance and behaviour for learning</li> <li>• Equal opportunities and commitment to their pursuit</li> <li>• Legal issues relating to school management</li> </ul>	I I  I I
<p><b>Personal and Professional Qualities</b></p> <ul style="list-style-type: none"> <li>• Commitment to the welfare and safeguarding of young people</li> <li>• Strong personal motivation and drive</li> <li>• 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</li> <li>• A passion for outdoor learning and the wellbeing of children and staff</li> <li>• The ability to inspire, motivate staff, students and the wider community and engage their active commitment to your vision</li> <li>• Commitment to ensuring inclusion, addressing diversity and access</li> <li>• Commitment to own personal and professional development and that of all staff</li> <li>• High order analytical and problem-solving skills and the ability to make informed judgements</li> <li>• Excellent communication skills in a variety of media to a range of audiences including students, parents/carers, colleagues, and the wider school community</li> <li>• The ability to project the school in a positive way and establish the school at the heart of the community</li> <li>• The ability to engage parents and carers in supporting children’s learning</li> <li>• The ability to fill the role of lead professional in classroom practice</li> <li>• Commitment to an open, collaborative style of management</li> <li>• Evidence of collaborative working and networking with others, within and beyond the school to build and sustain a learning community</li> <li>• The ability to understand and appreciate the school’s current strengths and the ways in which these might be further developed</li> <li>• The ability to form and maintain appropriate relationships and personal boundaries with young people</li> </ul>	I A, R I  A, I I, R  A, I A, I I  A, I  I I, R R I  A, I  I  I, R

### Imagine, Adventure, Together