



Headteacher – Leominster Primary School

Person Specification

	Essential	Desirable
Qualifications & Training	• Qualified Teacher Status • Degree or equivalent • Evidence of continued professional development, including in leadership and management • Up to date safeguarding training and knowledge of legislation for the protection of young people	• NPQH

School leadership and management experience	• Proven senior leadership and management experience of at least three years, as a successful head teacher, deputy head or other substantial experience of educational leadership • Evidence of successfully leading school improvement • Evidence of curriculum leadership and development • Evidence of the application of strategies to review, evaluate and improve teaching and learning • Experience of working effectively and in partnership with parents and carers, Governors and the wider school community • Experience of monitoring staff performance • Experience of coaching, mentoring or training individuals or teams • Ability to provide support and advice to the Governing Body to enable it to meet its responsibilities • An understanding of strategic financial planning in relation to its contribution to school improvement and pupil achievement • Maintained a good awareness of current education policy and strategy and current OFSTED requirements	• Experience in a Head teacher role in Primary Phase Education • Successful SEND and EAL leadership
--	---	--

Experience and Knowledge of teaching	• Skilled Classroom teacher with evidence of good and outstanding performance within the Primary Phase • Teaching experiences in a range of contexts • Have up to date knowledge and understanding of curricular development for Early Years and Primary Phases • Effectively analyse school data and identify appropriate actions which then form part of the School Improvement plan • Commitment to ensuring inclusion and addressing diversity positively • Thorough knowledge and understanding of all aspects of SEND and experience of working with different groups of vulnerable children • A sound understanding of how children learn, how teachers can best teach and how to raise achievement for all pupils • Knowledge of effective strategies that successfully manage behaviour and promote positive learning attitudes	
---	---	--

Skills and Abilities	• To be a leader of learning, with a proven ability to demonstrate, promote and encourage outstanding classroom practice • Ability to inspire and motivate staff and pupils and promote individual and team development • Ability to be proactive and positive about challenge and change. • Capable of rigorous analysis and use of performance data • To have good judgement; able to assess and balance risks and opportunities • Willingness to challenge all stakeholders in order to improve standards • An ability to communicate effectively, both orally and in writing, with a range of audiences • Commitment to professional development of all staff and self • Ability to plan and organize self and others	
-----------------------------	---	--

Personal Qualities	• A passion for achieving the very best outcomes for all children, recognizing each child's potential as an individual • Clear vision for an innovative, progressive and forward thinking school that can be clearly communicated to the whole school community • Has a highly visible presence and is a good role model to inspire confidence and trust, empowering and motivating all stakeholders • Flexibility, initiative and drive to maintain a positive attitude in the face of a challenging and demanding job and perform effectively under pressure • Resilience • Warm, caring personality, considerate attitude towards children and staff • Think analytically and creatively, demonstrating initiative in solving problems • Outstanding interpersonal skills • Able to have a lasting influence on all our children, sharing in their interests and enthusiasm	
Safeguarding	• Displays commitment to the protection and safeguarding of young people with up to date knowledge and understanding of relevant legislation and guidance • Ability to form and maintain appropriate relationships and personal boundaries with young people. • Will cooperate and work with relevant agencies to protect young people.	

