



## Seaton St Paul's C of E Junior School HEADTEACHER PERSON SPECIFICATION

	ESSENTIAL	DESIRABLE
<b>QUALIFICATIONS</b>	<ol style="list-style-type: none"> <li>1. Qualified Teacher Status.</li> <li>2. Evidence of continuing professional development relating to school leadership and curriculum development.</li> </ol>	<ul style="list-style-type: none"> <li>▪ NPQH or equivalent or the willingness to undertake a relevant leadership qualification.</li> </ul>
<b>EXPERIENCE</b>	<p><b>Recent and successful experience of:</b></p> <ol style="list-style-type: none"> <li>3. Leadership and management in a junior or primary school.</li> <li>4. Teaching at primary school.</li> <li>5. Having a significant positive impact on standards and pupil progress.</li> <li>6. Monitoring pupil progress, highlighting areas of concern, planning interventions and ensuring these actions have a positive impact on attainment and progress.</li> <li>7. Promoting effective, inclusive provision to deliver successful learning for all children.</li> </ol>	<ul style="list-style-type: none"> <li>▪ Working with governors and the wider community.</li> <li>▪ Teaching in more than one key stage/subject.</li> <li>▪ Working with other agencies for the well-being of all children and their families.</li> <li>▪ Managing a delegated budget.</li> <li>▪ Experience of working in the Church school sector</li> </ul>
<b>KNOWLEDGE</b>	<p><b>Understanding of:</b></p> <ol style="list-style-type: none"> <li>8. The school's distinctive Christian Character and the requirement of Collective Worship and RE to be central to the life of the school.</li> <li>9. Principles for the development of effective teaching practice.</li> <li>10. Strategies for raising standards of achievement for all children.</li> <li>11. Principles of school self-evaluation and strategies for planning school improvement.</li> <li>12. Strategies to further develop partnership with parents and enhance community links.</li> <li>13. The range of information (whether school, LA, national) available for the evaluation and improvement of school performance and how to share this in an accessible way with staff, governors and parents.</li> </ol>	<ul style="list-style-type: none"> <li>▪ The legislative framework for the school's work, including governance, curriculum and inspection frameworks and the requirements for statutory assessment.</li> <li>▪ Personnel issues and strategic financial planning.</li> <li>▪ Strategies to develop collaborative work with other schools.</li> <li>▪ Current educational developments and their implications for leading schools.</li> <li>▪ The benefits of outdoor learning.</li> </ul>
<b>PROFESSIONAL SKILLS</b>	<p><b>Ability to:</b></p> <ol style="list-style-type: none"> <li>14. Inspire, motivate and challenge staff, children and others to carry the school vision forward, attain high goals and improve performance.</li> <li>15. Foster good teamwork.</li> <li>16. Monitor and evaluate the performance of people and policies.</li> <li>17. Manage the school efficiently and effectively on a day-to-day basis.</li> <li>18. Maintain positive relationships with the Governing Body, external agencies, the LA, other schools and parents.</li> <li>19. Promote exemplary teaching practice.</li> </ol>	<ul style="list-style-type: none"> <li>▪ Maintain and continue to develop links with other schools.</li> <li>▪ Support staff to engage positively with change.</li> </ul>

<b>PERSONAL ATTRIBUTES</b>	<b>Evidence of:</b> 20. Creative thinking and a vision for the future. 21. The ability to relate constructively to others and to inspire confidence, commitment, and respect from others. 22. The ability to prioritise, plan and organise self and others. 23. The capacity to communicate effectively with a variety of audiences and in a variety of styles. 24. Commitment to our Christian vision and willingness to maintain and develop relationships with the local church.	
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