

St Chad's CE Primary School
HEADTEACHER PERSON SPECIFICATION

Evidence: A - Application form I - Interview Process (may include task/presentation) R - References



Post:	Headteacher
Number on Roll	
Pay Range	Individual Scale Range L12-L18
Responsible to:	

Criteria	Essential	Desirable	How Identified
Qualifications			
Qualified Teacher Status	√		A/I/R
Has achieved or is working towards NPQH, CofEPQH or equivalent		√	A/I/R
Evidence of regular and appropriate professional development in teaching practice	√		A/I/R
Evidence of regular and appropriate professional development in school leadership and management	√		A/I/R
Experience			
Successful strategic leadership and management experience in Primary school education	√		A/I/R
Evidence of experience across the full primary range including Foundation Stage		√	A/I/R
Knowledge and understanding of all 3 Key Stages in the primary phase	√		A/I/R
Proven track record of raising educational standards	√		A/I/R

Faith Commitment	Essential	Desirable	How Identified
Fully committed to the school's Christian ethos, values and vision through personal faith.	√		A/I/R
An understanding of how relationships are fostered and developed with and between the school, local community, its church and the Diocese.	√		A/I/R
Support community use of school facilities	√		

Shaping the Future			
Works within the school community to translate the vision into agreed objectives and operational plans which will promote and sustain school improvement	√		A/I/R
Ensures that strategic planning takes account of the diversity, values and experience of the school and community at large	√		A/I/R
Sustain wide, current knowledge and understanding of education and school systems locally, and nationally and pursue continuous professional development	√		A/I/R

Leading Teaching and Learning - a knowledge of and commitment and ability to:			
Determine, organise and implement the curriculum and establish creative, responsive and effective approaches to teaching and learning (including the use of new and emerging technologies)	√		A/I/R
Access, analyse and interpret appropriate data to monitor pupils progress, set and achieve ambitious, challenging goals and targets and identify areas for improvement with the focus on every pupil achieving their full potential	√		A/I/R
Proven experience of improving the quality of teaching and learning with evidenced impact on pupil outcomes	√		A/I/R

Criteria	Essential	Desirable	How Identified
Facilitate independent learning and active participation in decisions about school life	√		A/I/R
Lead by example – with integrity, creativity, resilience and clarity.	√		A/I/R

Leading Teaching and Learning - a knowledge of and commitment and ability to:

Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils outcomes	√		A/I/R
To be able to exemplify how the needs of all pupils have been met through high quality teaching.	√		A/I/R

Developing Self and Working with Others

Is able to manage change, conflict and empower individuals and teams	√		A/I/R
Works collaboratively with others, within and beyond the school, to build an open, fair and equitable learning culture and positive climate	√		A/I/R
Reviews the performance of staff, is able to challenge and take action when performance is unsatisfactory, ensuring continued professional development for all	√		A/I/R
Acknowledges the responsibilities and celebrates the achievements of individuals and teams	√		A/I/R
Demonstrates emotional intelligence, impact and presence, commitment, integrity, flexibility and enthusiasm	√		A/I/R
Regularly reviews own practice, sets personal targets and takes responsibility for own personal development	√		A/I/R
Manages own workload and that of others to allow appropriate work / life balance	√		A/I/R
Ability to lead the team effectively	√		A/I/R

Managing the Organisation	Essential	Desirable	How Identified
Implements clear and appropriate evidence based improvement plans and policies and monitor, evaluate and review their effects	√		A/I/R
Knowledge and understanding of strategic financial planning and budget management		√	A/I/R
Has experience of managing the school's financial and human resources effectively and efficiently to achieve the vision and goals of the school		√	A/I/R
An understanding of current educational issues and their likely impact on our school	√		A/I/R
Securing Accountability			
Ability to lead the team effectively and efficiently towards the academic, spiritual, moral, social, emotional and cultural development of all pupils	√		A/I/R
Works with the governing body (providing information, objective advice and support) to enable it to meet its responsibilities		√	A/I/R
Develops and presents a coherent, understandable and accurate account of the school's performance to a range of audiences including FA1 Trust, governors, parents and carers	√		A/I/R
Strengthening the Community			
A commitment to enhancing the value of the school in the local community (including parents, carers and other schools) and involve that community in enriching the learning experiences of pupils	√		A/I/R
Creates and maintains an effective partnership with parents and carers to support and improve pupils achievement and personal development	√		A/I/R

Criteria	Essential	Desirable	How Identified
Contributes to and strengthens partnership work through the Trust and beyond	√		A/I/R
Inspire and influence others – within and beyond schools- to believe in the fundamental importance of education in young people’s lives and to promote the value of education.	√		A/I/R
Safeguarding children			
Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society	√		A/I/R
Creates an organisational culture which is vigilant to, monitors and prioritises the safeguarding of children and young people above all considerations	√		A/I/R