Person Specification

Head Teacher Recruitment 2022

Selection decisions will be based on the criteria outlined below. At each stage of the process an assessment will be made by the appointment panel to determine the extent to which the criteria have been met. When completing your application paperwork you should ensure that you address each of the selection criteria and provide supporting evidence of how you meet the criterion through reference to your work or relevant experience. These criteria will be assessed using evidence from your application form, formal interview, interview tasks and references.

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| Requirements | Essential | Desirable |
| Qualified Teacher Status (QTS) | X |  |
| A proven track record of successful leadership experience within a primary school | X |  |
| Experience across the whole primary provision including the Foundation Stage | X |  |
| Evidence of proactively pursuing continued professional development and being a lifelong learner | X |  |
| National Professional Qualification for Headship (NPQH) |  | X |
| Experience of working in church schools |  | X |
| Up to date safeguarding training | X |  |
| Enhanced DBS clearance | X |  |
| Ability to demonstrate commitment to safeguarding and promoting the welfare of children | X |  |
|  |  |  |
| Evidence of actively maintaining a safe and well-ordered school environment | X |  |
| Current safer recruitment training |  | X |
| Have an excellent understanding of the primary curriculum across all Key Stages including the EYFS | X |  |
| Lead by example with integrity, inspiration, resilience and creativity; drawing on their own experience and skills of staff and governors | X |  |
| Ability to articulate a clear vision of how to take the school forward, building upon existing strengths and taking all members of the school community you | X |  |
| A commitment to embrace the distinctive ethos of the Church school and continue to embed its values and vision | X |  |
| A person who understands the distinctive nature of a Church School | X |  |
| Able to manage own workload and that of others to allow an appropriate work/life balance with the support of the governors | X |  |
| Ability to continue and further develop the wider curriculum in order to nurture every child to reach their potential | X |  |
| Ability to provide constructive feedback to staff and children which promotes positive development whilst recognising their achievement | X |  |
| Clear understanding of the SEND Code of Practice and proven experience of supporting children in overcoming barriers to learning | X |  |
| Evidence of ability to lead spiritual development of the school and wider community |  | X |
| Ability to create a culture which nurtures the personal, social and emotional development of all children | X |  |
| A commitment to respond positively to the voice of every child  | X |  |
| Committed to aspirational educational standards for all pupils and staff | X |  |
|  |  |  |
| Evidence of identifying and developing emerging talent and leadership ability in staff and children | X |  |
| Values mutual support and respect, which fosters strong working relationships and building an effective team | X |  |
| Abreast of the latest educational developments and research and is able to effectively disseminate this information to staff | X |  |
| Evidence of understanding the impact of budgets, resources and financial planning on school sustainability and have the ability to effectively collaborate with the school Bursar  | X |  |
| A proven track record of building positive relationships with all members of the school community | X |  |
| A commitment to promote diversity, equality and inclusivity & encourage others to do so | X |  |
| Knows the importance of and is committed to proactively fostering parental engagement in and out of school operating hours | X |  |
| Able to maintain and develop opportunities for partnerships with parents, other schools, local churches and other community groups | X |  |
| Evidence of encouraging and supporting the personal and professional development of staff | X |  |
| Able to build upon our last OFSTED inspection outcomes | X |  |
| Welcomes support and challenge from the Governing Body and actively supports the governors to deliver their functions effectively | X |  |
| Experience of a SIAMs inspection at leadership level |  | X |
| Experience of an OFSTED inspection at leadership level |  | X |
| Be able to further develop the current strengths of the school | X |  |
| Be approachable and accessible  | X |  |
| Evidence of overcoming problems and solving them in a school setting either on your own or collaboratively with a successful outcome | X |  |
| Be an excellent communicator 1to1, in a group setting or electronically and have strong interpersonal skills (written, verbal and aural) and resilience to engage the school community | X |  |

The post holder is expected to work to carry out the duties in accordance with the school’s policies and procedures.

The duties and responsibilities in this job description are not exhaustive. The post holder may be required to undertake other duties within the general scope of the post. Any such duties should not substantially change the general character of the post. Duties and responsibilities outside of the general scope of this grade of post will be with the consent of the post holder.

All employees need to be aware of the possible abuse of children and vulnerable adults and if concerned you would need to follow the Lincolnshire County Council Safeguarding Policy. In addition employees working with children and vulnerable adults have a responsibility to safeguard and promote the welfare of children and vulnerable adults during the course of their work.