St James’s CE Primary School PERSON SPECIFICATION

**Evidence:** A - Application form I - Interview Process (may include

task/presentation) R - References

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| **Post:** | **Headteacher** |
| **Number on Roll** | **233** |
| **Pay Range** | **Individual Scale Range** L12-L19 |
| **Responsible to:** |  |

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| **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 |
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| **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 |

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| **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 | √ |  |  |

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| **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 |
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| **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 |

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| **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 |
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| **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 (SEN, AEN, AGT, EAL,  GRT) have been met through high quality teaching. | √ |  | A/I/R |

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| **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 |

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| **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 |
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| **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 |
| Ability to work with the Trust CEO to exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils’ achievements and the school’s sustainability | √ |  | A/I/R |
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| **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 |

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| **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 |
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| **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 |