



Herbert Strutt Primary School

APPOINTMENT OF HEADTEACHER

Person Specification

Measurements: A = Application I = Interview R = Reference	
<i>Qualifications</i> - DfE recognised qualified teacher status/Qualified Teacher Learning and Skills (QTLS) status and registered with the Institute for Learning (IFL) - Appropriate leadership and management training, accreditation, or qualifications, which may include NPQH, are considered desirable	A A, I
<i>Experience</i> - Significant recent and relevant experience as a Headteacher, Deputy, or Assistant Headteacher - A recent senior leadership post for at least 3 years - A proven track record of successful leadership - Successful experience of raising achievement - Working with and engaging the involvement of external partners and the local community - Successful teaching of pupils in primary phase - Planning, determining, and organising major curriculum areas	A, I, R A, I A, I, R I, R A, I A, R A, I
<i>Knowledge and Understanding of current issues and best practice including:</i> - Safeguarding children and young people - What constitutes a good school and the critical success factors for progressing to outstanding - The process of strategic planning and school self-evaluation - Ways to communicate and translate a shared vision into practice - Leading the management of change - Application of new technologies to teaching, learning and management - Comparative data and performance indicators to establish benchmarks and set targets for improvements - National policy framework and current educational legislation and initiatives - Principles of effective teaching and assessment for learning - Roles and responsibilities of Governing Body, the Local Authority and of the requirements for accountability	A, I I A, I A, I I I I A, I I I
School budget management and financial responsibilities	A, R

- Strategies for fostering school improvement, including attendance and behaviour for learning - Equal opportunities and commitment to their pursuit - Legal issues relating to school management	 I I I
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<i>Personal and Professional Qualities</i> - Commitment to the welfare and safeguarding of young people - Strong personal motivation and drive - A genuine enthusiasm for, and commitment to, the development of young people, and concern for the development of colleagues and members of the wider school community - The ability to inspire, motivate staff, students and the wider community and engage their active commitment to your vision - Commitment to ensuring inclusion, addressing diversity and access - Commitment to own personal and professional development and that of all staff - High order analytical and problem-solving skills and the ability to make informed judgements - Excellent communication skills in a variety of media to a range of audiences including students, parents/carers, colleagues and the wider school community - The ability to project the school in a positive way and establish the school at the heart of the community - The ability to engage parents and carers in supporting children's learning - The ability to fill the role of lead professional in classroom practice - Commitment to an open, collaborative style of management - Evidence of collaborative working and networking with others, within and beyond the school to build and sustain a learning community - The ability to understand and appreciate the school's current strengths and the ways in which these might be further developed - The ability to form and maintain appropriate relationships and personal boundaries with young people	 I I, R I I, R A, I A, I I A, I I I, R R I A, I I I, R