

**WESTLEIGH ST PAUL’S CofE PRIMARY SCHOOL**

**Headteacher**

**Person Specification**

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| **Qualifications** | **Essential or**  **Desirable** | **Evidence**  **Source** |
| Recognised degree or equivalent | Essential | A |
| Qualified Teacher Status | Essential | A |
| Hold NPQH or other leadership qualification | Desirable | A |
| Christian Leadership qualification and/or experience | Desirable | A |
| A track record of collaborative working with other schools | Desirable | A, I |
| Evidence of continuing professional development relating to school leadership and curriculum development | Essential | A |

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| **Experience**  Recent and successful: | **Essential**  **or**  **Desirable** | **Evidence**  **Source** |
| Headteacher or Deputy Headteacher | Essential | A, I |
| Experience of leading safeguarding | Essential | A, I |
| Leadership and management in a primary school | Essential | A, I |
| Leading curriculum development | Essential | A, I |
| Tracking pupil progress, planning appropriate interventions and monitoring the impact of actions taken | Essential | A, I |
| Having a significant positive impact on outcomes and progress for pupils, regardless of their individual, special or additional needs | Essential | A, I |
| Positive behaviour management | Essential | A, I |
| Working in the Church school sector | Desirable | A, I, R |
| Knowledge and understanding of all three primary key stages | Essential | A, I |
| Working with Governors | Desirable | A, I |
| Working with external agencies for the wellbeing of pupils and their families | Essential | A, I |
| Experience of strategic financial planning, budgeting and resource management | Desirable | A, I |

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| **Wisdom**  Demonstrate wisdom through understanding of: | **Essential**  **or**  **Desirable** | **Evidence**  **Source** |
| The distinctive Christian character of a Church of England school as expressed through its vision, values and ethos | Essential | A, I |
| Issues relating to the leadership and management of a Church school that promotes human flourishing | Desirable | A, I, R |
| Principles for the development of effective teaching and learning to reflect the needs and worth of every pupil | Essential | A, I |
| Principles of school self-evaluation and strategies for planning school improvement to enable flourishing for all | Essential | A, I, R |
| Strategies to develop ‘community and living well’ through partnership with families, and relationships with church and the local community | Essential | A, I, R |
| The range of data available for the evaluation and improvement of school performance and how to share this in an accessible way with staff, Governors and families | Essential | A, I |
| The Church of England Vision for Education | Essential | A, I |
| The legislative framework for a VA school, including governance, curriculum and inspection frameworks and the requirements for statutory assessment | Desirable | A, I |
| Personnel issues relevant to school leadership | Essential | A, I |

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| **Skills**  Ability to: | **Essential**  **or**  **Desirable** | **Evidence**  **Source** |
| **Develop Hope and Aspiration:** |  |  |
| Inspire, motivate and challenge staff, pupils and others to live out the school’s Christian vision by communicating a hopeful journey of improvement | Essential | A, I |
| Continue to develop the distinctive Christian character and ethos of the school | Essential | A, I |
| Develop teaching and learning to enable all pupils to fulfil their potential, including modelling exemplary teaching practice | Essential | A, I |
| Provide leadership in Collective Worship that reflects the Christian identity of the school | Essential | A, I |
| Provide leadership in RE that reflects the context of the school | Essential | A, I |
| **Promote Community and Living Well Together:** |  |  |
| Foster good teamwork through promoting a sense of community through a culture of ‘living well’ | Essential | A, I |
| Monitor and evaluate the performance of people and policies in line with the ethos of the school | Essential | A, I |
| Manage the school as a hospitable community that seeks to embody an ethos of living well together | Essential | A, I |
| Further enhance relationships with the Governing Board, external agencies, the Diocese, the Church, the Local Authority, other schools and the community | Essential | A, I, R |
| **Promote Dignity and Respect:** |  |  |
| Ensure all children are kept safely from harm and educated in an environment where all God’s children are valued | Essential | A, I |
| Create and maintain an effective learning environment and culture that positively recognises individual strengths and needs | Essential | A, I |
| Manage own workload and that of others to allow a work-life balance, in line with Christian principles and practices | Essential | A, I |

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| **Personal Qualities**  In respect of self and others: | **Essential**  **or**  **Desirable** | **Evidence**  **Source** |
| A practising committed Christian | Desirable | A, I, R |
| Committed to the Christian ethos and values of a Church of England School | Essential | A, I, R |
| Communicate effectively and accurately both orally and in writing | Essential | A, I |
| Relate constructively to all, inspiring confidence in others, whilst supporting own and others’ personal flourishing | Essential | A, I |

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| **Personal Skills and Attributes** | **Essential**  **or**  **Desirable** | **Evidence**  **Source** |
| Reflective practitioner able to promote educational philosophy and values and to respond to and shape the creative energies of the leadership team and others to achieve high goals, whilst remaining resolutely committed to the need of ensuring a healthy work life balance and the emotional health and wellbeing of all within the school community | Essential | A, I, |
| Ability to plan prioritise and organise themselves and others with an awareness of their own strengths and areas for development and a willingness to listen to and reflect constructively on feedback from others | Essential | A, I, |
| Build and maintain quality relationships in school through interpersonal skills and effective communication with the whole school community | Essential | A, I, |
| Ability to apply analytical, creative, and flexible solutions in response to the changing demands in school | Essential | A, I, |
| Be a positive role model demonstrating personal enthusiasm and a high degree of personal integrity, including modelling values and vision, inspiring trust and confidence across the school and community with a commitment aimed at making a difference to children, young people and staff | Essential | A, I, |
| Astute with political acumen and good judgement; able to reach and justify difficult decisions and manage and resolve conflict | Essential | A, I, |

**Application Form and Supporting Statement**

The form must be fully completed and legible. A supporting letter, of no more than three sides of A4 paper, font size 12, should clearly and concisely demonstrate how your experience relates to the person specification.

**Confidential References and Reports**

Written references, including a faith reference (if appropriate – see statement of faith commitment above), will be requested to confirm experiences, professional and personal knowledge, skills and abilities. Proof of qualifications will be required at interview.