



## Primary Head Teacher - Person Specification

|   | Essential   | Desirable   |
|---|---|---|
| <b>Qualifications</b> <ul style="list-style-type: none"> <li>• Qualified Teacher Status recognised by the Department of Education</li> <li>• National Professional Qualification for Headship (NPQH)</li> <li>• A relevant graduate qualification to degree level or equivalent</li> <li>• Relevant further or professional qualification</li> <li>• Evidence of recent relevant Continuing Professional Development</li> </ul>   | <ul style="list-style-type: none"> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> </ul>  | <ul style="list-style-type: none"> <li>✓</li> <li>✓</li> </ul>            |
| <b>Experience</b> <ul style="list-style-type: none"> <li>• Experience across the Primary age range</li> <li>• Evidence of being an outstanding classroom practitioner</li> <li>• Experience of managing SEN</li> <li>• Experience of senior leadership in a primary school</li> <li>• Experience as a Head Teacher, Deputy Head Teacher or Assistant Head Teacher</li> <li>• A proven track record of successful leadership</li> <li>• Building strong working relationships internally and externally</li> <li>• Proven track record of consistently raising attainment/improving levels of progress/monitoring school performance</li> <li>• In-depth understanding of assessment theory and practice</li> <li>• Leading successful school improvement work</li> <li>• Experience of working in an academy</li> <li>• Experience of working in more than one school/academy</li> <li>• Experience of serving on a Governing Body and/or experience of working positively with Governors</li> </ul>  | <ul style="list-style-type: none"> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> </ul> | <ul style="list-style-type: none"> <li>✓</li> </ul>                       |
| <b>Knowledge and Understanding</b> <ul style="list-style-type: none"> <li>• Secure knowledge and understanding of the whole Primary age range including EYFS</li> <li>• National policy framework, current educational legislation and its impact on schools and their wider communities</li> <li>• Strategic Planning, including experience of involvement in school improvement planning, implementation, monitoring and self-evaluation</li> <li>• Safeguarding principles and practice</li> <li>• Comparative data and performance indicators to establish benchmarks and set targets for improvements</li> <li>• Successful and innovative curriculum development</li> <li>• Evidence of implementing strategies to improve teaching and learning to raise standards of achievement</li> <li>• New technologies for teaching, learning and management</li> <li>• Roles and responsibilities of the Local Governing Body</li> <li>• Role of Ofsted and the current framework and requirements</li> <li>• Legal aspects of school management</li> <li>• Experience/understanding of human/financial resources e.g. managing delegated budgets and the principles of Best Value</li> <li>• Opportunities offered by conversion to an academy</li> </ul> | <ul style="list-style-type: none"> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> </ul> | <ul style="list-style-type: none"> <li>✓</li> <li>✓</li> <li>✓</li> </ul> |

|  | Essential   | Desirable |
|--|---|-----------|
| <b>Professional and People Management Skills</b> <ul style="list-style-type: none"> <li>• Ability to think and act strategically</li> <li>• Ability to establish, develop and promote a positive school ethos</li> <li>• Ability to inspire, motivate and challenge staff</li> <li>• Experience of promoting the school within the community</li> <li>• Ability to lead effective teams and develop team approaches</li> <li>• Ability to be pro-active and positive about challenge and change</li> <li>• Commitment to own personal and professional development and that of all staff</li> <li>• Excellent interpersonal skills</li> <li>• Commitment to a distributed leadership style</li> </ul>                    | <br>✓<br>✓<br><br>✓<br>✓<br>✓<br>✓<br><br>✓<br><br>✓<br>✓ |           |
| <b>Philosophy and Personal Qualities</b> <ul style="list-style-type: none"> <li>• Approachable and supportive</li> <li>• Strong personal motivation, drive and enthusiasm</li> <li>• Fully committed to the school's core purpose of raising achievement for all</li> <li>• Commitment to promoting equality, fairness and diversity in the school</li> <li>• Commitment to developing links between home, school and the community</li> <li>• Commitment to publicising the development of achievements of the school</li> <li>• Commitment to high standards, continuous improvement and quality assurance</li> <li>• A sense of perspective, resilience and the ability to be reflective and self-critical</li> </ul> | <br>✓<br>✓<br>✓<br><br>✓<br><br>✓<br>✓<br>✓<br>✓<br>✓     |           |