



Long Sutton Church of England Primary School HEAD TEACHER PERSON SPECIFICATION

This document is based on the National Standards for Headteachers which sets out, under key areas, the role of the Head Teacher. Within these areas are identified the knowledge requirements, professional qualities, skills, dispositions and personal capabilities needed by Head Teachers and the actions needed to achieve the core purpose. It is important to emphasise that these skills and qualities are interdependent, and many are applicable to all the key areas.

1. QUALIFICATIONS AND EXPERIENCE (CAREER DEVELOPMENT)		
Core Skills and Competencies	Essential	Desirable
<u>Attainment</u> through career progression and experience, CPD and specialist training <u>Knowledge</u> of and <u>commitment</u> to CPD of self and others	1.1 Qualified teacher status 1.2 Evidence of recent and relevant professional and personal development 1.3 Experience of teaching EYFS/KS1/KS2 and record of excellent Primary practice, including effective assessment methods 1.4 Experience of leading a school/academy or significant senior role experience in leadership 1.5 Appropriate Safeguarding training and a willingness to be the Designated Safeguarding Lead	1.6 NPQH 1.7 Advanced qualification 1.8 Experience in more than one other school 1.9 Experience working in an academy and/or MAT 1.10 Experience as Deputy Head 1.11 Diocesan Pre-Headship Training 1.12 SENDCo qualification and experience in this role
2. LEADING LEARNING AND TEACHING		
Core Skills and Competencies	Essential	Desirable
Communication Listening Influencing Analytical People management Problem-solving Creativity Team orientation Results orientation	2.1 Use strategies to raise achievement, using data and benchmarks to monitor progress in each child's learning 2.2 Ensure that learning is at the centre of strategic planning 2.3 Organise and implement a diverse, flexible curriculum and an effective assessment framework 2.4 Monitor, evaluate and review classroom practice, challenging underperformance at all levels and promoting improvement strategies 2.5 Implement strategies for ensuring inclusion, diversity and access, and support a culture where all pupils can achieve success 2.6 Develop a creative, responsive and effective approach to learning and teaching 2.7 Take a strategic role in the development of new and emerging technologies, and extend the learning experiences of pupils	2.8 Demonstrate an enthusiasm for out-of-classroom learning 2.9 Demonstrate a commitment to, and understanding of, community-based learning 2.10 Experience of working with mixed-age classes

3. LEADERSHIP			
Core Skills and Competencies		Essential	Desirable
Creativity Planning and organisational Listening People management Decision-making Relationships Team orientation Results orientation	<ul style="list-style-type: none"> • Leadership of the school • Leadership within the community 	3.1 Build, communicate and implement a shared vision which is understood and acted upon effectively by all 3.2 Provide spiritual leadership within the context of the school and wider community 3.3 Work alongside the governors to translate the vision into agreed objectives and operational plans which promote school improvement 3.4 Demonstrate the vision and values in everyday work and ensure the effective allocation of work to maximise the skills of all members of the team 3.5 Motivate and innovate, and use technology appropriately to bring about improvement 3.6 Lead, support and develop staff using a variety of informal and formal strategies and a willingness to take appropriate action when performance is unsatisfactory 3.7 Develop further a collaborative culture within the school and engage with others to build effective learning communities 3.8 Foster good links with parents, carers, the community, the Church, other schools and the Local Authority to enhance and enrich the school and its value to the community 3.9 Have the ability to collaborate with other agencies in providing for the academic, spiritual, moral, social, emotional, physical and cultural wellbeing of pupils and their families 3.10 Experience of working directly with governors and parents	3.11 Substantial leadership demonstrated in more than one setting and possibly outside an education setting

4. MANAGEMENT AND ACCOUNTABILITY		
Core Skills and Competencies	Essential	Desirable
Planning and organisational Analytical Problem-solving Results orientation People management Creativity	4.1 Establish and sustain appropriate management structures and systems in line with legal requirements, both local and national circumstances 4.2 Produce and implement clear, evidence-based improvement plans and policies for the development of the school, its religious foundation and its facilities 4.3 Manage financial and human resources effectively to achieve the school's priorities, improving the quality of education for all pupils and providing value for money 4.4 Develop and maintain effective strategies and procedures for staff development and performance review 4.5 Understand and implement safeguarding procedures to ensure Child Protection and Safeguarding arrangements in the school and beyond the school gate 4.6 Work with the Governing Body to provide information, objective advice and support to enable it to meet its responsibilities 4.7 Engage the school community in systematic and rigorous self-evaluation 4.8 Use a rich set of data to understand the strengths and weaknesses of the school 4.9 Manage change positively 4.10 Engage the community and other stakeholders in celebrating the school's success 4.11 Use and integrate a range of technologies effectively and efficiently to manage the school 4.12 Fulfil the responsibilities of the school's Trust Deed	

5. KEY PERSONAL QUALITIES AND CHARACTERISTICS		
Core Qualities and Characteristics	Essential	Desirable
<p>Communication and listening</p> <p>Self-management</p> <p>Commitment</p>	<p>5.1 Communicate effectively, both orally and in writing, to a wide variety of audiences and in a variety of settings, building positive trusting relationships across the school community</p> <p>5.2 Manage own workload and that of others to allow:</p> <ul style="list-style-type: none"> - an appropriate work-life balance - working well under pressure - motivation, enthusiasm and commitment <p>5.3 Be supportive of the Church of England ethos</p> <p>5.4 Respond positively to change and new challenges, and be capable of thinking and acting strategically</p> <p>5.5 Have sound judgement in complex and challenging situations</p> <p>5.6 Be a values-led, ethical leader with a clear moral purpose and commitment to inclusive, high-quality primary education</p> <p>5.7 Be strongly child-centred, placing pupil wellbeing, safety and achievement at the heart of all decisions</p> <p>5.8 Inspire others through a clear vision while modelling professionalism and integrity</p> <p>5.9 Be collaborative and community-focused, working effectively in partnerships to improve outcomes for all pupils</p>	