

# St Michael’s CE Primary School

**Person Specification**

**Head Teacher**

(Criteria will be assessed at one or more of application, reference and interview)

Please address the aspects under the headings below in your supporting statement of no more than 3 A4 pages (font size 12).

If you have not been in a classroom for a period of time we ask you to address your proven skills in the leadership of teaching and learning.

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| QUALIFICATIONS | Essential | Desirable |
| Qualified Teacher Status | \* |  |
| Evidence of continuing and relevant professional development in school leadership and management  | \* |  |
| National Professional Qualification for Head teachers (NPQH) \*whilst no longer essential this is strongly preferred and the governors would wish any applicant to be prepared to complete it if not already holding it. |  | \* |
| KEY SKILLS AND EXPERIENCE |  |  |
| Proven successful experience of a Head teacher or Deputy Head teacher in a **primary** school. | \* |  |
| A highly effective teacher with proven consistent outstanding teaching in the primary classroom | \* |  |
| Experience of teaching in more than one school across the whole primary age |  | \* |
| Experience of teaching in a Voluntary Aided school | \* |  |
| Experience of leading change effectively |  | \* |
| QUALITIES AND KNOWLEDGE |  |  |
| Evidence of an ability to build, communicate and implement a coherent vision for the school in consultation with all stakeholders | \* |  |
| Able to demonstrate personal behaviour that leads by example, fortes positive relationships, attitudes and communication towards and between pupils and staff, and with parents, governors and members of the local community | \* |  |
| Proven ability to lead by example and create a shared commitment and responsibility to the school through teamwork, distributed leadership and professional reflection | \* |  |
| Evidence of clear values and moral purpose which place pupils at the heart of all decisions | \* |  |
| A strong intellect, able to exercise creativity and emotional intelligence in leadership | \* |  |
| Evidence of a drive to encourage and pursue excellence in all aspects of school life and a clear sense of what strategies might be effective for achieving this | \* |  |
| Evidence of a commitment to CPD so as to sustain up-to-date knowledge and understanding of education | \* |  |
| Knowledge of legal requirements affecting schools | \* |  |
| Proven record of being transparent and accountable to parents, governors, relevant external bodies and the local community | \* |  |
| SYSTEMS AND PROCESSES & RESOURCES |  |  |
| Excellent organisational skills which maintain the smooth running of the school whilst maintaining a focus on the long term vision | \* |  |
| Knowledge and experience of a range of mechanisms for working productively with the governing body and an understanding of its statutory duties | \* |  |
| Proven experience of managing people, including staff performance reviews, and acting on any associated issues and valuing excellent practice |  | \* |
| Proven experience of prioritising, setting and managing a range of processes to contribute to school improvement (data, finance) |  | \* |
| LEADING MANAGING PUPILS AND STAFF |  |  |
| Experience of setting and achieving challenging goals and targets for staff and pupils so as to impact positively on pupil outcomes | \* |  |
| Knowledge and understanding of how to maintain and raise the quality of teaching and learning across the school and a proven track record for doing so | \* |  |
| Experience for analysing pupil performance information to identify trends to inform teaching and learning outcomes | \* |  |
| Experience of developing a consistently high quality of teaching through rigorous assessment, monitoring, evaluation and feedback | \* |  |
| Ability to challenge underperformance in teaching and to support improvement in performance | \* |  |
| Proven commitment to a curriculum that is creative and relevant to the interests and needs of all pupils, including their well-being | \* |  |
| Ability to encourage parents to play their part in their child’s learning (both in and out of school) | \* |  |
| SAFEGUARDING & PROMOTING THE WELFARE OF PUPILS |  |  |
| Absolute commitment to ensuring the safety and well-being of pupils | \* |  |
| Proven ability to build a culture where children feel confident that their concerns will be listened to and acted upon | \* |  |
| Designated or Deputy Designated CP Officer  | \* |  |
| A DISTINCTIVE CHURCH SCHOOL |  |  |
| Commitment to and understanding of the distinctive ethos of a Voluntary Aided CE school | \* |  |
| Member of a Christian Church |  | \* |
| LEADING SCHOOL SELF-IMPROVEMENT  |  |  |
| Proven experience of building mutually beneficial and supportive relationships with other schools, agencies and groups to enhance opportunities for staff and pupils so as to secure excellent pupil outcomes | \* |  |
| A willingness to accept support from others including colleagues, governors, Local Authority and Diocese | \* |  |
| Proven ability to adapt to change, able to assess new ideas and embrace them if they improve children’s learning | \* |  |
| Evidence of current knowledge and understanding of local, national and global education and a proven commitment to high quality training and ongoing professional development for all staff | \* |  |
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