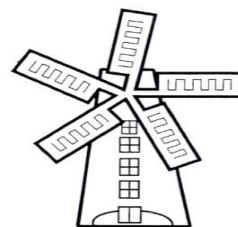


Person Specification – Head Teacher

St Peter & St Paul Church of England Primary School



Selection decisions will be based on the criteria outlined below. At each stage of the process an assessment will be made by the appointment panel to determine the extent to which the criteria have been met. When completing your application paperwork you should ensure that you address each of the selection criteria and provide supporting evidence of how you meet the criterion through reference to your work or relevant experience and assessed by evidence from application form, formal interview and the references.

Essential	Desirable
<ul style="list-style-type: none"> • Qualifications and Experience 	
<ul style="list-style-type: none"> • Successful experience of working in a challenging and diverse community 	<ul style="list-style-type: none"> • NPQH
<ul style="list-style-type: none"> • Qualified Teacher Status (QTS) 	<ul style="list-style-type: none"> • Experience of working with church schools
<ul style="list-style-type: none"> • Significant and successful senior leadership experience within a primary school 	
<ul style="list-style-type: none"> • Evidence of proactively pursuing continued professional development and being a lifelong learner • Experience across the whole primary provision including the Foundation Stage 	
<ul style="list-style-type: none"> • Safeguarding Children 	
<ul style="list-style-type: none"> • Current safeguarding training 	<ul style="list-style-type: none"> • Current safer recruitment training
<ul style="list-style-type: none"> • Enhanced DBS clearance 	
<ul style="list-style-type: none"> • Ability to demonstrate commitment to safeguarding and promoting the welfare of children 	
<ul style="list-style-type: none"> • Evidence of actively maintaining a safe and well-ordered school environment 	
<ul style="list-style-type: none"> • Qualities of Knowledge 	
<ul style="list-style-type: none"> • Have an excellent understanding of the primary curriculum across all Key Stages including the Foundation Stage 	<ul style="list-style-type: none"> • Clear understanding of the SEN Code of Practice and proven experience of supporting children in overcoming barriers to learning
<ul style="list-style-type: none"> • Ability to articulate a clear vision of how to take the school forward, building upon existing strengths and taking all members of the school community with them 	<ul style="list-style-type: none"> • A person who will play a key part in the spiritual development of the school and wider community
<ul style="list-style-type: none"> • Lead by example with integrity, inspiration, resilience and creativity; drawing on their own experience and skills of staff and governors 	
<ul style="list-style-type: none"> • A commitment to embrace Christian ethos and continue to embed the church school values. 	
<ul style="list-style-type: none"> • Able to manage own workload and that of others to allow an appropriate work/life balance with the support of the senior leadership team and governors 	

<ul style="list-style-type: none"> Ability to continue and further develop the wider curriculum in order to nurture the “whole child” 	
<ul style="list-style-type: none"> A person who understands the distinctive nature of a Church School 	
<ul style="list-style-type: none"> Ability to provide constructive feedback to staff and children that promotes next step development whilst recognising achievement 	
<ul style="list-style-type: none"> Pupils and Staff 	
<ul style="list-style-type: none"> Evidence of creating an environment which enables the personal, social and emotional development of each child in order to optimise learning potential 	
<ul style="list-style-type: none"> Committed to aspirational educational standards for all pupils and staff 	
<ul style="list-style-type: none"> Demonstrates the ability to be inspiring and motivating 	
<ul style="list-style-type: none"> Evidence of identifying and developing emerging talent and leadership ability 	
<ul style="list-style-type: none"> Values mutual support and respect, fostering strong working relationships and building effective teams Abreast of the latest educational developments and research (nationally and internationally) 	
<ul style="list-style-type: none"> Systems and Processes 	
<ul style="list-style-type: none"> Evidence of understanding the impact of budgets, resources and financial planning on school sustainability. 	
<ul style="list-style-type: none"> A proven track record of building positive relationship with all members of the school community. 	
<ul style="list-style-type: none"> The Self Improving System 	
<ul style="list-style-type: none"> A commitment to proactively foster parental engagement. 	<ul style="list-style-type: none"> Experience of a SIAMs inspection at leadership level
<ul style="list-style-type: none"> Able to maintain and develop opportunities for partnerships with parents, other schools, local churches and other community groups 	<ul style="list-style-type: none"> Experience of an OFSTED inspection at leadership level
<ul style="list-style-type: none"> Ability to maintain and build on existing international links and relationships 	
<ul style="list-style-type: none"> Evidence of encouraging the personal and professional development of all staff 	
<ul style="list-style-type: none"> Able to build upon our last ‘Good’ OfSTED inspection 	
<ul style="list-style-type: none"> Successful participation in collaborative partnerships with other schools and academies as part of the peer review process 	

<ul style="list-style-type: none"> • Welcomes support and challenge from the Governing Body and actively supports the governors to deliver their functions effectively 	
<ul style="list-style-type: none"> • Personal Attributes 	
<ul style="list-style-type: none"> • Dedicated, child centred and with a sense of humour. 	<ul style="list-style-type: none"> • Evidence of church and community involvement
<ul style="list-style-type: none"> • A commitment to uphold and promote the school's Christian ethos and life 	
<ul style="list-style-type: none"> • Reflective - able to build on the firm existing base, valuing work already done 	
<ul style="list-style-type: none"> • Be approachable and accessible 	
<ul style="list-style-type: none"> • Be an excellent communicator and have strong interpersonal skills (written, verbal and aural) and resilience to engage the whole school community 	