

Head Teacher – Person Specification

Thomas A' Becket First School

The following outlines the key skills and experience required for this position. The selection panel will assess each candidate against these criteria. Candidates are expected to demonstrate experience/knowledge/understanding in each area and how that is applied in a school context.

| Criteria | Assessment Application Interview Process | Essential | Desirable |
|--|--|-----------|-----------|
| Attainments, Professional Qualifications and Experience | | | |
| National Professional Qualification for Head Teachers (NPQH) or equivalent – candidates must have graduated at the time their application is made or serving Head Teacher appointed prior to 2009. | A | ✓ | |
| Qualified Teacher Status / GTC Registered | A | ✓ | |
| Able to provide evidence of continual professional development. | A I | ✓ | |
| Senior Leadership experience as Head, Assistant Head Teacher or Deputy Head Teacher at EYFS, KS1 and/or KS2. | A I | ✓ | |
| Able to provide evidence of the ability to successfully acquire and apply new skills and knowledge in a professional context. | I | | ✓ |
| Safeguarding – Safe Recruitment and Selection | | | |
| <i>In addition to candidates' ability to perform the duties of the post, the recruitment process will also explore issues relating to safeguarding and promoting the welfare of children including:</i> <ul style="list-style-type: none"> • Motivation to work with children and young people. • Ability to form and maintain appropriate relationships and personal boundaries with children and young people. • Emotional resilience in working with challenging behaviours; and attitudes to use of authority and maintaining discipline. | A I | ✓ | |
| Able to demonstrate commitment to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. | I | ✓ | |
| Shaping the Future / Managing Change | | | |
| Proven ability to understand and discuss local, national and global trends in Primary Education. | I | ✓ | |
| Able to communicate and model vision and values both within and beyond the school. | A | | ✓ |
| Experience of successfully initiating, implementing and evaluating change and development. | I | ✓ | |
| Understand and practice inclusion so that all have the opportunity to be the best they can be. | I | ✓ | |

| Criteria | Assessment Application Interview Process | Essential | Desirable |
|---|--|-----------|-----------|
| Shaping the Future / Managing Change (continued) | | | |
| Lead change, creativity and innovation so that others carry the vision forward. Experience of setting and achieving ambitious, challenging goals and targets. | I | ✓ | |
| Leading Teaching and Learning | | | |
| Able to demonstrate ability to implement strategies for raising achievement and achieving excellence for pupils, staff and self. | A I | ✓ | |
| Experience in using effective models and principles of learning and assessment for learning, informed by research. | I | ✓ | |
| Demonstrates understanding of the management of behaviour and attendance. | A I | ✓ | |
| Proven ability to lead curriculum design and management. | I | ✓ | |
| Able to implement strategies for developing effective teachers to ensure the entitlement of all pupils to effective teaching and learning. | I | | ✓ |
| Is able to use data (in a variety of forms), benchmarks and feedback to monitor progress in pupils learning and development to inform personalisation and identify key objectives for the school. | I | | ✓ |
| Developing Self and Working with Others | | | |
| Able to develop interpersonal relationships, adult learning and models of continuing professional development. | I | ✓ | |
| Promotion of whole life learning, individual and team development and sustaining a learning community that impacts on school improvement. | I | | ✓ |
| Experience of managing and leading change, managing conflict and empower all stakeholders in the school. | A I | ✓ | |
| Able to demonstrate ability to collaborate and network with others with and beyond the school (including the area network of schools). | I | | ✓ |
| Experience of giving and receiving effective feedback and acting to improve personal performance. | I | ✓ | |
| Managing the Organisation | | | |
| Able to demonstrate working knowledge of the principles and strategies of school improvement and the principals and practice of dispersed leadership and accountability. | I | ✓ | |
| Experience of planning and managing projects for implementing change. | A I | ✓ | |
| Ability to create policies, though informed decision making, consultation and informed judgements. | I | ✓ | |
| Knowledge of strategic financial planning, budgetary management and application of the principles of best value. | I | | ✓ |

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|--|--|-----------|-----------|
| Managing the Organisation (continued) | | | |
| Understanding of legal issues relating to managing a school including Child Protection, Equal Rights and Discrimination law, Human Rights and Employment Legislation. | A I | ✓ | |
| Ability to manage a school on a day to day basis including delegation management of tasks and monitor their implementation. | I | ✓ | |
| Securing Accountability | | | |
| Committed to abiding by education frameworks (including governance), public services policy and accountability frameworks with particular attention of self evaluation and multi-agency working. | I | ✓ | |
| Experience of working with a range of evidence including performance data and external evaluations to improve aspects of school life, including challenging poor performance. | I | ✓ | |
| Able to lead the team effectively towards the academic, spiritual, moral, social, emotional and cultural development of all pupils and hold all relevant staff members accountable for pupil learning. | I | ✓ | |
| Strengthening Community | | | |
| Able to demonstrate political insight and anticipate trends that impact on the whole school community. | A I | ✓ | |
| Experience of engaging and utilising of the rich and diverse resources within our local community. | I | ✓ | |
| Knowledge of the wider community beyond school and the opportunities it provides for pupils and the school community. | I | | ✓ |