

Person Specification

Qualifications and Experience		
Evidence from application form, formal interview and references	Essential (E) Desirable (D)	Application - A Qualifications - Q Interview - I Reference - R
Graduate with Qualified Teacher Status (QTS)	E	Q, A
Post Graduate Qualification	D	Q, A
NPQH	D	Q, A
Successful senior leader	E	A, I, R
Evidence of proactively pursuing continued professional development in preparation of leadership and being a lifelong learner	E	A, I, R
Personal experience of : • Motivating, inspiring and leading staff • Strategic development planning and self-evaluation • Raising standards in learning and teaching and improving outcomes • Raising standards of safeguarding • Recruiting and developing effective teams • Effective management of change	E	A, I, R

Safeguarding		
Current safeguarding training	E	A, Q
Enhanced DBS clearance	E	Q
Ability to demonstrate commitment to safeguarding and promoting the welfare of students in school and across the Trust	E	A, I
Evidence of actively maintaining a safe and well-ordered school environment	E	A, I
Current safer recruitment training	D	A, Q

Knowledge		
A commitment to embrace the Christian ethos and values of	E	A, I

the school and Trust		
Ability to articulate a clear vision of how to take the school forward, building upon existing strengths, taking all members of the school community with them	E	I
Have an excellent understanding of how to develop a curriculum which engages and meets the needs of all pupils	E	A, I
A track record of evaluating the quality of teaching standards and delivery of the curriculum; evidence of developing, improving and sustaining high quality learning and teaching to further improve outcomes for children	E	A, I, R
Lead by example with integrity, inspiration, resilience and creativity; drawing on their own experience and skills of staff and governors	E	I
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	E	A, I
Ability to continue and further develop the wider curriculum in order to nurture the "whole child"	E	A, I
Ability to provide constructive feedback to staff and pupils that promotes next step development whilst recognising achievement	E	A, I
Clear understanding of the SEND Code of Practice and proven experience of supporting students in overcoming barriers to learning	E	A, I
A person who will play a key part in the personal development of the school and wider community	E	A, I
Clear understanding of Keeping Children Safe in Education and evidence of implementation	E	A, I

Students and Staff		
Evidence of creating an environment which enables the personal, social and emotional development of each child in order to optimise learning potential	E	A, I
Committed to aspirational educational standards for all pupils and staff	E	I
Demonstrates the ability to be inspiring and motivating	E	I

Evidence of identifying and developing emerging talent and leadership ability	E	I
Values mutual support and respect, fostering strong working relationships and building effective teams	E	I, R
Abreast of the latest educational developments and research	D	I

Systems and Processes		
Evidence of understanding the impact of budgets, resources and financial planning on school sustainability	E	A, I
Ability to build a positive relationship with all members of the school community and partner schools	E	I, R
Experience of planning and delivering rigorous improvement plans, along with processes of monitoring and self evaluation	E	A, I
Experience of leading an organisation with delegated responsibilities within a school/academy or Trust	D	A, I
Create an evidence based culture of support and challenge that flows through all levels of school leadership, including local governance	E	A, I
Experience of preparing reports and reporting to local governors and directors	D	A, I

The Self Improving System		
A commitment to proactively foster parental engagement	E	A, I
Able to maintain and develop opportunities for partnerships with parents, other schools and community groups	E	A, I
Ability to maintain and build on existing school links and relationships	E	I
Evidence of encouraging the personal and professional development of all staff	E	A, I
Ability to make rapid and sustained improvements, manage change and evidence impact through quality assurance	E	I
Successful participation in collaborative partnerships with	E	A, I

other schools and academies		
Welcomes support and challenge from the Board of Governors and actively supports the governors to deliver their functions effectively	E	I
Experience of an OFSTED inspection at leadership level	D	A, I
Experience of a SIAMs inspection or working within a church school	D	A, I

Personal Attributes		
A commitment to uphold and promote the school's Christian ethos and life	E	I, R
Reflective - able to build on the firm existing base, valuing work already done	E	I, R
Be approachable and accessible	E	I, R
Be an excellent communicator and have strong interpersonal skills (written, verbal and aural) to engage the whole school community	E	I, R
Be a champion for all children.	E	A, I, R

Headteacher of Humberston Church of England Primary School

Job Description

Leadership of the School - Qualities and Behaviours

- Articulating the values and a vision of the school and Trust for pupils and staff
- Working effectively with Directors and Governors to develop and promote this vision by demonstrating personal authenticity with respect to these aspects of leadership and being a role model for pupils, staff and the community.
- Having a holistic view of the world and embracing equality and diversity.
- Welcoming staff, pupils, carers, parents, governors and community members of all backgrounds, faiths and cultures.
- Being socially adaptable in a variety of contexts and placing a high priority on being the respected public face of the school.
- Endeavouring to build positive relationships with official visitors, parents, carers and members of the community.
- Having a passion for learning and for leadership across a school community.
- Leading with spiritual, moral and emotional intelligence and a sense of vocation.
- Inspiring and developing trust and confidence in and across the leadership of the school at all levels.
- Expressing with conviction and clarity the educational aims, values and purposes for the future success of the school; ensuring that all members of the school are provided with opportunities to achieve their potential by releasing their inherent capacity to improve and achieve their best; working hard to close the academic achievement gap.
- Constantly seeking to take the learning of pupils and staff to deeper levels; focusing on the equal importance of physical, moral, emotional and spiritual development.
- Valuing creativity and innovation; understanding change and the complexities involved in leading the organisation; being a good listener, open-minded and flexible.
- Possessing the leadership and management skills and the personal qualities to build strong relationships with all stakeholders, particularly pupils, parents/carers, staff and governors.
- Securing through the leadership, management and organisation of the school a successful focus on: both strategic planning and operational effectiveness; both capacity-building and the short-term raising of standards; both teamwork and individual effort; both the celebration of what has already been achieved and the constant pursuit of further improvement.
- Celebrating the progress and successes of pupils and staff regularly.
- Working with determination, resilience and conviction to achieve long term goals; showing self-awareness and humility while working with the courage to make difficult decisions for the good of others.

Expectations and Standards

- Demonstrating moral characteristics; working in ways that show trustworthiness, empathy, dignity, respect, generosity, compassion, justice, forgiveness and reconciliation.
- Courage, initiative and the ability to think and act independently; facing challenges including poor performance and to take difficult decisions.
- Self-awareness, authenticity and integrity; generate trust among all people and in all aspects of leadership.
- Excellent cognitive and analytical skills combined with high levels of emotional and spiritual intelligence; having good judgement particularly in complex and uncertain situations.
- Humility that recognises that leaders cannot do it all themselves and sometimes get things wrong; a lifelong learner.
- Resilience, patience and tenacity for sustained organisational and cultural change and to manage conflict and vulnerability successfully; holding fast to the truth and values.
- Energy, stamina and optimism that maintain a positive outlook even in the most demanding situations.
- Inspiring others; motivating them to do not just what is expected, but to go above and beyond the expected in order to positively influence and benefit the whole Trust community.

Professional Standards

School and Trust culture

- Ensure that the Christian values of the school and Trust are upheld and that the education of children is driven by the Trust vision for education and the school vision for its pupils.
- Lead the Christian ethos and strategic direction in partnership with Trust, governance and the school community.
- Grow a culture where pupils experience a positive and enriching school life that allows them to flourish.
- Be ambitious and have unrelenting high expectations for all.
- Ensure educational standards which prepare pupils of all abilities and from all backgrounds for the next steps in education and life.
- Establish positive and respectful relationships across the school community and create a safe, orderly and inclusive environment.
- Foster a culture of high staff professionalism where training and professional development are prioritised.

Teaching and Curriculum

- Lead learning and the curriculum to establish and sustain high-quality teaching across the whole school, evidence-informed understanding of how pupils acquire knowledge, wisdom and skills. To underpin this by developing high quality subject expertise and planning.
- Develop reliable and proportionate approaches to assessing pupils' knowledge and understanding.
- Ensure effective use of formative and summative assessment to ensure that all stakeholders, including parents, governors and the Trust are fully aware of the progress of and potential outcomes for pupils.
- Deliver a structured and coherent curriculum which sets out the knowledge, skills and values covered at subject level.

- Drive, monitor and quality assure curricular leadership, with expert subject leaders who can access professional training, networks and CPD.
- Provide evidence-informed approaches to phonics, reading, writing and maths.

Behaviour

- Establish, ensure and sustain high expectations and standards in behaviour, built upon understanding, mutual respect, relationships and routines,
- Provide an environment where all members of the school community can learn and work with dignity and pride in themselves and others.
- Work to ensure that policies and processes are understood clearly by all staff and pupils, who adopt courteous conduct and respectful approaches to managing behaviour.
- Have clear expectations of how adults within the school model and teach the behaviour of a good citizen.

SEND

- Promote "every teacher as a teacher of SEND"
- Ensure and sustain a culture of ambitious and unrelenting high expectations for all pupils with additional and special educational needs and disabilities.
- Provide systems and practices that enable all pupils to access the curriculum and learn effectively.
- Work in partnerships with parents, carers and professionals to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate.
- Ensure that the school is fulfilling statutory duties with regard to the SEND code of practice.

Professional Development

- Ensure staff have access to high quality and sustained CPD that is aligned to the priorities of school improvement priorities and the individual needs of staff and the teams they work within.
- Guarantee that staff have the training and expertise to effectively plan, deliver and evaluate the curriculum.
- Create systems for identifying talent and expertise within the staff and utilising this to support staff across the school. Work with the Trust to draw on expert provision from beyond the school,

Organisational Management

- Make safeguarding a priority and ensure that systems and processes are in place to monitor if pupils are safe, happy and well across the Trust.
- Provide strategies for supporting pupils who are more vulnerable and who may not be safe, happy and well.
- Manage the financial resources delegated to the school and take responsibility for the effectiveness and probity of public funds. To work within the Trust's financial procedures and ensure that effective and considered budgetary decisions are made with finance leaders.
- Ensure that staff are deployed and managed well with due attention paid to both financial efficiency and to workload and wellbeing.
- Ensure rigorous approaches to identifying, managing and mitigating risk and maintaining a risk register.
- Lead the performance development and appraisal cycle at the school, in line with the current policy.

Continuous School Improvement

- Develop processes of evaluation to identify, analyse and find solutions to complex or persistent problems and barriers which limit school effectiveness and identify priority areas for improvement.
- Lead the cycle of the school's development planning and self evaluation process so that priorities and challenges, as well as successes and impact, are identified and documented.
- Ensure that the school is well prepared for external quality assurance processes, such as Ofsted or SIAMS.
- Design and deliver evidence-informed strategies for improvement which are realistic, timely, appropriately sequenced and suited to the school's context

Working in partnership

- Forge constructive relationships beyond the school and work in partnership with other schools and organisations in a climate of mutual challenge and support.
- Establish and maintain working relationships with fellow professionals and colleagues across other public services to ensure that the needs of children, young people and families are met across the community.
- Responsibility to develop leadership and high quality teaching and learning across the Trust.

Governance and accountability

- Work closely with the Chair of the Local Board of Governors to develop capacity across the board and create opportunities for governors to be well informed about the work undertaken at the school.
- Understand the role of effective governance to give account and accept responsibility in order to establish and sustain professional working relationships with those responsible for governance.
- Ensure that staff know and understand their professional responsibilities and are held to account.
- Report to the Directors termly regarding safeguarding.

