Appleton Person specification

**The following criteria will be used for selection purposes:**

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| **QUALIFICATIONS** | **ESSENTIAL/ DESIRABLE** | **How Assessed** |
| Qualified Teacher Status with graduate level qualification | E | A |
| Evidence of further study | D | A |
| Award of the National Professional Qualification for Headship | E | A |
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| **PROFESSIONAL EXPERIENCE** | **ESSENTIAL/ DESIRABLE** |  |
| Substantial and varied teaching experience across the primary age range to understand and evaluate excellence | E | A/I |
| Evidence of implementing innovative and progressive ideas successfully into practice | E | T/I |
| Senior Leadership experience in a primary school  | E | A |
| Experience as a Headteacher or Acting Head Teacher in a primary school | D | A |
| Experience and knowledge of working in a Church of England Primary school | D | A |
| A proven track record of school improvement and raising standards rooted in critical and developmental school self-evaluation | E | I |
| Demonstrates ability to use performance data and wider evidence to identify, formulate, implement, monitor and evaluate targets for the school | E | T/I |
| Curriculum leadership and development, and assessment processes | E | A/I |
| Evidence of regular, recent and appropriate professional development | E | A |
| A proven track record of raising pupil’s achievement across a wide range of abilities and social contexts | E | A/I |
| High capability and experience of Safeguarding procedures and practices  | E | T/I |
| Able to develop and communicate a shared vision for success for a school over a 1-year horizon. | E | T |
| Working effectively in partnership with parents, governors and other key stakeholders | E | T/I |
| Successful line management and staff development, developing the leadership and talents of others | E  | I |
| Experience of strategic financial planning, budget management and the management of resources | E | T/I |
| Draw on and apply external best practice to further develop staff and pupils | D | I |
| Completion of the Secretary of State’s approved ‘safer recruitment’ training  | D | A |

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| **PROFESSIONAL KNOWLEDGE** | **ESSENTIAL/ DESIRABLE** | **How Assessed** |
| An up-to-date understanding of national education policy, curriculum developments and the statutory and legal framework within which a school operates, including the new OFSTED framework. | E | T |
| Knowledge of what constitutes outstanding teaching. | E | A/T |
| Knowledge of the principles and practice of effective teaching and learning for pupils with varying learning abilities and or challenging behaviour.  | E | T |
| Sound understanding and commitment to all professional statutory duties, including HR and safeguarding policies and practices. | E | I |
| An excellent knowledge of, and proven commitment to, the SEND Code of Practice and the promotion of inclusion  | E | I |
| Ability to analyse evidence of how well pupils are learning, and knowledge to use analyses to support continued development | E | T |
| Commitment to promoting children’s personal development, wellbeing, safeguarding and protection and knowledge of relevant processes and protocols | E | A/T/I |
| Understanding of the importance of strong governance and ability to actively support the governing board to deliver its functions effectively | E | I |
| Knowledge and understanding of the accountability framework and performance measures in which schools operate  | E | T/I |

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| **PROFESSIONAL ATTRIBUTES & SKILLS** | **ESSENTIAL/**  **DESIRABLE** | **How Assessed** |
| Strong interpersonal skills, able to build relationships of confidence and trust  | E | A/T/I |
| Able to foster an open, fair, equitable culture | E | I |
| A proven track record of providing strong collaborative leadership | E | I |
| Able to inspire, empower and effectively manage staff  | E | I |
| Able to understand and meet the needs of pupils from diverse backgrounds | E | I |
| An understanding and interest in strategies to reward, recognise and motivate children | E | T |
| Able to develop strategies that encourage parents to support their children’s learning and welcome their involvement | E | T |
| An understanding of the potential of new technology in a school environment | D | I |

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| **PERSONAL QUALITIES** | **ESSENTIAL/**  **DESIRABLE** | **How Assessed** |
| Enthusiasm, energy, honesty and vision to develop a high-calibre team | E | A |
| Able to prioritise and manage time effectively, working to deadlines and demonstrating composure under pressure  | E | T/I |
| Able to be accountable to stakeholders and to hold others to account | E | I |
| Have a strong, positive personal impact, conveying authority, confidence, approachability and care for all | E | T/I |
| Able to build productive professional relationships and work in partnership with individuals, communities and organisations outside the school | E | I |
| Progressive thinker who can bring creativity to balance current priorities with future aspirations | E | T |
| Have a growth mindset; seeing the potential in all pupils and staff and bringing out the best in them  | E | I |