

Flookburgh Church of England School

Headteacher Person Specification

	Essential	Desirable
QUALIFICATIONS	Qualified Teacher Status	NPQH or equivalent
	Evidence of continuing professional development relating to school leadership and curriculum development	SENCO qualification
		Christian leadership course (or willingness to attend)
EXPERIENCE	leadership and management in a primary school	working in a Church of England school
Recent and successful experience of:	teaching in a primary school	teaching in more than one key stage/subject
	having a significant positive impact on standards, pupil progress and wider educational outcomes	working with governors and the wider community
	tracking pupil progress highlighting areas of concern, planning interventions and ensuring these actions have a positive impact on attainment and progress	professional collaboration with colleagues from other schools; locally, regionally and nationally
	balancing management of a school with a teaching commitment	working with other agencies for the well-being of all pupils and their families
	decision making putting the needs of children first	ensuring financial security and growth of a school
		leading change within education while maintaining core identity of the school
		long term projects that are outside of standard school curriculum
KNOWLEDGE	principles for the development of high-quality teaching and learning	the legislative framework for a VC school's work, including governance, curriculum and inspection frameworks and the requirements for statutory assessment
Understanding of:	evidence-informed strategies for raising standards of achievement for all pupils	personnel issues and strategic financial planning
	principles of school self-evaluation and strategies for planning whole-school school improvement	strategies to develop collaborative work with other schools
	strategies to develop partnership with parents and enhance community links	the importance of the links with the local community, in the particular context of Flookburgh School
	the distinctive Christian character of Church of England schools	
	the range of strategic data (whether school, LA, national) available for the evaluation and improvement of school performance and how to share this in an accessible way with staff, governors and parents	
	ways in which to extend and enrich the curriculum.	
SAFEGUARDING, EQUALITY AND INCLUSION	safeguarding and child protection	Level 3 Safeguarding Children training (or equivalent)
Knowledge and understanding of:	leading a safeguarding culture and promoting the welfare of children and an inclusive environment	leading SEND provision in School
	actively drawing on the diversity in the school community to enhance learning and support the academic, spiritual and cultural development of all pupils	

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PROFESSIONAL SKILLS	inspire, motivate and challenge staff, pupils and others to carry the school vision forward through effective teamwork	foster links with other schools; locally, nationally and internationally to enhance the curriculum
Ability to:	demonstrate exemplary teaching and accurately judge the quality of teaching and learning to improve performance	develop their own professional support network
	monitor and evaluate the performance of people and policies	use of effective feedback and coaching techniques
	Manage the school efficiently and effectively on a day-to-day basis, within an understanding of strategic aims	skills in negotiation/mediation - effective sensitive communication (spoken and written)
	maintain positive relationships with the Governing Board, external agencies, the LA, other schools and parents	
	hold others to account to ensure professionalism and effective performance	
PERSONAL ATTRIBUTES	creative thinking and a vision for the future and articulate a personal philosophy of education while maintaining the Christian identity of the school and its role as an educational pioneer	
Evidence of:	the ability to relate constructively to others with an approachable, determined and community driven focus	
	the ability to inspire confidence, commitment and respect from others	
	the ability to prioritise, plan and organise self and others; encourage Staff ownership and personalisation of subject areas, with an ability to consider implications of actions	
	the capacity to communicate effectively with a variety of audiences and in a variety of styles and encourage confidence in others	
	demonstrating courage, resilience and optimism when facing challenges and providing positive support for colleagues	
	genuine curiosity when problem-solving and seeking appropriate support when required	