

Person Specification

Job Title: Head Teacher

World's End Infant and Nursery School is committed to maintaining the highest standards of safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An Enhanced DBS check is required for the successful applicant.

The following outlines the key skills and experience required for this position. The selection panel will assess each candidate against the criteria listed below, expecting candidates to demonstrate knowledge and understanding of each area, and to show evidence of having applied (or awareness of how to apply) this knowledge and understanding in the school context.

The panel will use the following assessment tools: Application form (A), Interview process (I)

Qualifications and experience	Essential/ Desirable	Evidence
QTS (Qualified Teacher Status).	Essential	A
Substantial experience as a Headteacher or Deputy Headteacher.	Essential	A, I
First degree or Certificate of Education.	Essential	A
Relevant recent professional development or further study	Desirable	A, I

Strategic direction and shaping the future	Essential/ Desirable	Evidence
Able to think strategically, and to build and communicate a coherent vision.	Essential	A, I
Able to inspire, challenge, motivate and empower others to carry the vision forward.	Essential	A, I
Is committed to: <ul style="list-style-type: none"> establishing a collaborative school vision of excellence; equality that sets high standards for every pupil; setting and achieving ambitious, challenging goals and targets; and inclusion and ensuring everyone can achieve their full potential. 	Essential	A, I

Leadership	Essential/ Desirable	Evidence
Track record of providing inspiration and strong leadership to all staff	Essential	A, I
Leads by example in promoting the school's vision and values to pupils, staff, Governors and parents of the school.	Essential	I
Experience or awareness of leadership in relation to SEND	Essential	A, I
Experience or awareness of leadership in relation to Safeguarding	Essential	A, I

Leading learning and teaching	Essential/ Desirable	Evidence
Accesses, analyses and interprets information.	Essential	A, I
Initiates and supports research and debate on effective learning.	Essential	A, I
Develops strategies for performance improvement.	Essential	A, I
Is committed to: <ul style="list-style-type: none"> raising standards for all in the pursuit of excellence; continuous learning for the entire school community; entitlement of all pupils to effective learning and teaching; and 	Essential	A, I, R

choice and flexibility to meet the personal learning needs of every child.		
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Developing self and working with others	Essential/ Desirable	Evidence
Builds a positive workplace culture in which staff and pupils can equally thrive	Essential	I
Develops, empowers and supports individuals and teams.	Essential	A, I
Collaborates with others within and beyond the school.	Essential	A, I
Challenges, influences and motivates others to attain high goals.	Essential	A, I
Gives and receives effective feedback, and acts to improve performance	Essential	A, I
Accepts appropriate support from others including colleagues and Governors.	Essential	A, I
Is committed to effective Working Relationships; Shared Leadership; Effective Team Working; and Continuing Professional Development for all (including self).	Essential	A, I

Managing the organisation	Essential/ Desirable	Evidence
An ability to develop or implement new systems, structure or processes as appropriate	Essential	A, I
An ability to provide affective management of the school	Essential	A, I
Delegates management tasks and monitors their implementation.	Essential	A, I
Plans appropriately and organises themselves and others.	Essential	A, I
Makes informed professional, management and organisational decisions.	Essential	A, I
Thinks creatively to anticipate and solve problems.	Essential	A, I

Securing accountability	Essential/ Desirable	Evidence
Understands the wider education horizon and is able to demonstrate how this may affect the school	Essential	A, I
Engages the school community in systematic and rigorous self-Evaluation and seeks external advice as required	Essential	A, I
Collects a rich set of data to understand the school's strengths and weaknesses.	Essential	A, I
Is committed to: Working effectively and efficiently towards the academic and other needs of all pupils; and ensuring individual, team and whole school accountability for pupil learning outcomes.	Essential	A, I

Strengthening community	Essential/ Desirable	Evidence
Recognises and takes account of the diversity of the school community.	Essential	A, I
Build and maintain effective working relationships within the community	Essential	A, I
Listens to, reflects and acts on community feedback.	Essential	A, I
Builds and maintains effective relationships with parents, carers, partners, and the community that enhance pupil education.	Essential	A, I
Is committed to: Effective teamwork within the school and with external partners; working with other agencies for the wellbeing of all pupils and their families; involving parents and the community in supporting pupil learning and in defining and realising the school vision; and collaborating and networking with other schools to improve outcomes.	Essential	A, I

Personal attributes	Essential/ Desirable	Evidence
Excellent communication skills.	Essential	A, I
Adaptable to changing circumstances and new ideas.	Essential	A, I
Approachable, reliable, has presence and enjoys being highly visible to children and parents.	Essential	A, I
Self-motivated with good organisational skills and the ability to prioritise workload effectively.	Essential	A, I
Inquisitive and able to think creatively, solve problems and make decisions based on sound judgement.	Essential	A, I
Able to build and maintain positive and collaborative working relationships with all stakeholders	Essential	A, I
Demonstrates professionalism and integrity and leads by example with respect to others	Essential	I