

# King David Primary School Head Teacher: Person Specification

	Essential	Desirable
<b>Professional Qualifications</b>	<ul style="list-style-type: none"> <li>• Is a qualified teacher (e.g. Cert.Ed., B.Ed. or other 1<sup>st</sup> degree with PGCE or QTS)</li> <li>• Shows evidence of significant and relevant continued professional learning</li> </ul>	<ul style="list-style-type: none"> <li>• Has completed training in preparation for a senior leadership and management position</li> </ul>
<b>Shaping the future</b>	<ul style="list-style-type: none"> <li>• Is able to articulate a strong, clear vision for high quality primary education which maximises the potential of the school</li> <li>• Can articulate ways of building, communicating and implementing a shared vision</li> <li>• Has experience of school self-evaluation and can describe effective strategies for undertaking this</li> <li>• Demonstrates understanding of the strategic planning processes</li> <li>• Has experience of leading significant change which has impacted upon pupil outcomes (e.g. through a subject leader role)</li> </ul>	<ul style="list-style-type: none"> <li>• Has first-hand experience and involvement in school improvement planning (SIP and SEF)</li> </ul>
<b>Leading learning and teaching</b>	<ul style="list-style-type: none"> <li>• Demonstrates personal enthusiasm for teaching and learning</li> <li>• Is an outstanding classroom practitioner who can model the principles of effective teaching and learning to a high standard</li> <li>• Has an excellent understanding of assessment and how it can be used to plan curricular interventions to accelerate pupil progress</li> <li>• Can articulate strategies for improving the quality of teaching of colleagues</li> <li>• Has day to day working knowledge of the National Curriculum and the EYFS curriculum</li> <li>• Has experience of working in partnership with senior staff to monitor, evaluate and improve teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>• Has successful experience of teaching in more than one school</li> <li>• Has experience of curriculum design and management</li> <li>• Has experience of using research evidence to inform teaching and learning</li> <li>• Has experience of coaching with adults or young learners</li> <li>• Proven teaching and learning roles such as AST, SLE or equivalent</li> </ul>

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<p><b>Developing self and working with others</b></p>	<ul style="list-style-type: none"> <li>• Understands the importance of working in partnership with colleagues</li> <li>• Understands and prioritises staff well-being and expectations for workload</li> <li>• Demonstrates commitment to shared leadership and effective team work</li> <li>• Has experience of working alongside colleagues to improve their classroom practice</li> <li>• Understands the relationship between managing performance, professional development and school improvement</li> <li>• Can articulate strategies to develop professional learning of individuals and teams</li> <li>• Acts on feedback or self-evaluation in order to improve own performance</li> <li>• Demonstrates high expectations for self and others</li> </ul>	<ul style="list-style-type: none"> <li>• Has experience of giving effective feedback and acting to improve the performance of others</li> <li>• Has experience of dealing with conflict and managing challenging situations</li> </ul>
<p><b>Managing the organisation</b></p>	<ul style="list-style-type: none"> <li>• Demonstrates understanding of the need to develop and sustain a safe, secure, healthy and fair school environment</li> <li>• Able to prioritise, plan and organise own workload and that of others</li> <li>• Able to identify, establish and sustain appropriate management structures and systems</li> <li>• Displays the ability to think creatively to anticipate and solve problems</li> </ul>	<ul style="list-style-type: none"> <li>• Has experience of project management for planning and implementing change</li> <li>• Has successfully developed, implemented, monitored and evaluated school policies</li> <li>• Has experience of implementing the performance management process</li> </ul>
<p><b>Strengthening community cohesion</b></p>	<ul style="list-style-type: none"> <li>• Demonstrate interest in and understanding of Judaism to enable the deliverance of a high-quality curriculum, underpinned by the ethos of modern British Orthodox Judaism.</li> <li>• Has successfully used a range of strategies to encourage parents to support their children's learning and realise the school's vision</li> <li>• Shows a commitment to a multi-agency approach for the well-being of pupils and their families</li> </ul>	<ul style="list-style-type: none"> <li>• Has experience of working collaboratively with other schools or communities to improve outcomes</li> </ul>

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	<ul style="list-style-type: none"> <li>• Has the capacity to build partnerships and community consensus on values, beliefs and shared responsibilities</li> <li>• Is able to listen to, reflect, and act on feedback from stakeholders as appropriate</li> <li>• Shows a commitment to the wider school curriculum beyond school and the opportunities it provides for pupils and the school community</li> </ul>	
<b>Personal skills and attributes</b>	<ul style="list-style-type: none"> <li>• Demonstrates kindness and compassion to all – prioritising staff and personal wellbeing</li> <li>• Demonstrates a genuine empathy with children and staff</li> <li>• Is able to communicate effectively and concisely with all stakeholders</li> <li>• Is a good listener</li> <li>• Is flexible and consistent with strength of character</li> <li>• Is capable of making reasoned judgements</li> <li>• Is approachable and has integrity</li> <li>• Embeds an ethos of trust and openness</li> <li>• Has a presence that inspires confidence and trust</li> <li>• Is able to motivate and inspire</li> <li>• Is able and willing to delegate appropriate responsibilities</li> <li>• Has confidence in others to take a leadership role</li> </ul>	<ul style="list-style-type: none"> <li>• Has experience of delivering staff supervision</li> </ul>
<b>Securing accountability</b>	<ul style="list-style-type: none"> <li>• Has a good understanding of the role of the governing body and can explain how the Head Teacher will assist governors to discharge their responsibilities effectively</li> <li>• Has a good understanding of the role of the Local Authority and external bodies such as OFSTED</li> <li>• Be accountable to parents for the education of their child and can articulate strategies that would enable parents to be involved in the life of the school</li> <li>• Experience of challenging and supporting others in order to achieve specific targets</li> <li>• Demonstrates understanding of individual, team and whole school accountability</li> </ul>	<ul style="list-style-type: none"> <li>• Has experience of reporting on progress to a range of audiences (e.g. a subject leader’s report to governors)</li> <li>• Has experience pf leading a school</li> <li>• Has led a school through a recent OFSTED inspection</li> </ul>

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	<ul style="list-style-type: none"><li>• Has a good understanding of available data sets and how they might be used to</li><li>• benchmark the school's performance and as a tool for target setting</li><li>• Has a good understanding of budget management and control</li></ul>	<ul style="list-style-type: none"><li>• Has an understanding of school financial management</li></ul>
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