

REGENTS PARK COMMUNITY PRIMARY SCHOOL



PERSON SPECIFICATION

Job Title: Head Teacher

Regents Park Community Primary 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)

CRITERIA		Essential/ Desirable	M.O.A.
EDUCATION/ QUALIFICATIONS NB: Full regard must be paid to overseas qualifications	Degree	E	A
	Qualified teacher status	E	A
	NPQH	D	A
	Recent and relevant CPD	E	A/I
	Further relevant study	D	A
EXPERIENCE (Relevant work and other experience)	Recent Primary Head Teacher or substantial Deputy Head teacher experience	E	A,I,P
	Career progression showing experience at different levels of senior leadership.	E	A
	Record of teaching in ethnically and culturally diverse communities.	D	A,I,P

	Record of impact on school improvement planning and implementation.	D	A
	Successful track record of forging constructive relationships beyond the school, working in partnership with other schools, parents, carers and the local community	E	A,I,P
	Experience of Designated Safeguarding Lead	E	A,I,P
SKILLS AND ABILITIES			
Leadership and Management (staff)	Ability to set targets, inspire, motivate and challenge staff to achieve them and to have high expectations of their students.	E	A,I,P
	A positive approach to equal opportunities and to the development of staff in the context of the schools needs and their career aspirations.	E	A,I,P
	Ability to sensitively resolve conflict, professional and personal problems.	E	A,I,P
	Ability to implement structures and systems; delegate appropriately to secure effective curriculum delivery and accountability.	E	A,I,P
Leadership and Management (students)	Commitment to student personal safety, academic needs and achievement at the highest possible individual level.	E	A,I,P
	Inspire high student expectations while sensitive to individuals' backgrounds.	E	A,I,P
	Ability to analyse complex data and issues related to student attainment and progress and to develop effective strategies to resolve them.	E	A,I,P
	Ability to establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines.	E	A,I,P
	Implement consistent, fair and respectful approaches to managing behaviour	E	A,I,P
	Demonstrate an understanding of the impact of systems and techniques for the monitoring of student performance, and a track record of deploying them into detailed plans with quantifiable targets.	E	A,I,P
	A record of management within an inclusive school delivering high standards and educational excellence.	E	A,I,P
	Have knowledge and understanding of up-to-date curriculum issues and a record of curriculum delivery, monitoring and assessment.	E	A,I,P

Leadership and Management (curriculum)	Ability to manage the development of the curriculum at different levels that extends individual students, taking into account their limitations while striving for excellence.	E	A,I,P
	Understand the need to monitor the proper use and management of resources and be able to identify risks and ways of mitigating them.	E	A,I,P
	Understand the principles of budget building and value for money have a commitment to balancing the budget annually.	E	A,I,P
	Knowledge of the statutory regulations controlling staffing, salary calculations and financial management.	E	A,I,P
Resource Management	Ability to understand the impact of strategic decisions on resource allocations and overall expenditure.	E	A,I,P
	Effective communication with staff, students, parents, carers, Governors, community organisations and external agencies.	E	A,I,P
	Forge constructive relationships beyond the school, working in partnership with other schools, parents, carers and the local community	E	A,I,P
Working in Partnership	Commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support	E	A,I,P
	Establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils	E	A,I,P
	Present information in a clear easy-to-read format, easy to understand so that pertinent questions can be asked by Governors, parents, carers and others.	E	A,I,P
Accountability and Governance	A track record of working closely with a Governing Body and its committees.	E	A,I
OTHER	A passion for teaching and learning and working with young people.	E	A,I,P
	Self-motivating and able to motivate, inspire and challenge others.	E	A,I,P
	Excellent interpersonal and communication skills.	E	A,I,P
	Self-aware with conviction for own vision and approach and able to carry others towards the same goals.	E	A,I,P

	<p>Ability to think analytically, strategically and creatively.</p> <p>Confident, cheerful, optimistic, resilient personality with a good sense of humour.</p> <p>Personal Qualities:</p> <ul style="list-style-type: none"> • Calm • Visible and approachable • Supportive • Resilient • Responsible • Confident • Self-reflective 	<p>E</p> <p>E</p> <p>D</p>	<p>A,I,P</p> <p>A,I,P</p> <p>A,I,P</p>
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