

The directors and LGBs are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. An Enhanced Disclosure and Barring Service (DBS) check will be carried out for the successful candidate.

FINMERE PRIMARY SCHOOL – Head of School
Person Specification

	Essential	Desirable
<u>Qualifications and Professional Development</u>	<ul style="list-style-type: none"> Meet the requirements of a leader of a CE school Qualified Teaching Status Evidence of Continuing Professional Development relating to school leadership/curriculum development 	<ul style="list-style-type: none"> NPQH or further professional qualification
<u>Experience</u>	<ul style="list-style-type: none"> Successful leadership experience to at least Deputy/Assistant Head level Successful teaching experience within the EYFS/Primary age range 	<ul style="list-style-type: none"> Advanced Skills/Leading Practitioner status
<u>Strategic Leadership</u>	<ul style="list-style-type: none"> Ability to provide clear educational vision and direction Ability to inspire and motivate all stakeholders Evidence of developing effective strategies for school improvement High level of involvement with school improvement planning High level of involvement in monitoring and evaluation procedures leading to clear impact Ability to work in partnership with senior leaders and governors Ability to set challenging targets for children and staff Ability to analyse and use pupil data on attainment and progress to raise standards Secure knowledge of the current Ofsted Framework Understand the principles of effective teaching and learning The ability to model and celebrate the Christian ethos and recognise its key role across all aspects of the school. 	<ul style="list-style-type: none"> Strategic Leadership experience across EYFS, KS1 and KS2 Use of assessment data management systems to improve standards

<u>Leading Teaching and Learning</u>	<ul style="list-style-type: none"> • Successful experience of monitoring, evaluating and improving the quality of teaching and learning • Successful experience of raising standards for all children including vulnerable groups • Understanding the role and impact of assessment in children's learning • Secure knowledge of statutory requirements relating to curriculum and assessment • Experience of leading curriculum innovation • Successful experience of developing effective learning behaviours 	<ul style="list-style-type: none"> • Successful experience of integrating British Values into school life • Successful experience of embedding school vision in practice. • Experience of setting expectations of behaviours • Successful experience of working with parents and carers as partners in developing effective home – school teaching and learning practices
<u>Leading and Managing Staff</u>	<ul style="list-style-type: none"> • Ability to lead, manage and motivate across the school community • Ability to establish positive working relationships • Ability to plan, allocate, delegate, support and evaluate work undertaken by individuals and teams • Successful experience of identifying the need for, and leading, in-service training • Significant experience of taking a lead role in performance management of staff including leading lesson observations • Experience of dealing with staff when performance gives cause for concern 	<ul style="list-style-type: none"> • Experience of working with governors
Managing Resources	<ul style="list-style-type: none"> • Successful experience of managing budgets • Ability to manage, monitor and review available resources, ensuring value for money 	<ul style="list-style-type: none"> • Budgetary management at whole school level • Experience of recruiting and deploying staff
Personal Skills and Qualities	<ul style="list-style-type: none"> • Affinity with WMAT vision and Bishop Loveday mission, values and Christian ethos • Commitment to maintaining excellent safeguarding practice for all children. • Strong commitment to raising standards • High expectations of self and others • Ability to establish and maintain positive relationships, including with parents, school and village community • Ability to remain positive and enthusiastic, including when under pressure • Excellent communication skills 	<ul style="list-style-type: none"> • Effective computing skills for both teaching and management • An understanding of challenges and opportunities unique to smaller schools • Experience of both learning and sharing expertise with colleagues in the context of school to school support, e.g. within a multi-academy trust or partnership

	<ul style="list-style-type: none">• Empathy with children	
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