

<p>Personal attributes required based on Job Description</p> <p><i>Essential requirements are those without which an applicant will not be considered for appointment.</i></p>	<p>Essential (E) Or Desirable (D) Criteria</p>
<p>Qualifications:</p> <ol style="list-style-type: none"> 1. Degree Level Qualification. 2. Higher Degree Qualification (e.g. Masters Level or above). 3. Qualified Teacher Status. 4. National Professional Qualification for Senior Leaders/Headship. 5. Safeguarding Level 3 	<p>E</p> <p>D</p> <p>E</p> <p>E</p> <p>D</p>
<p>Experience:</p> <ol style="list-style-type: none"> 1. Experience of teaching within a primary setting including Key Stage 1 and Key Stage 2. 2. Substantial evidence of current 'outstanding' classroom teaching. 3. Experience in the role of Assistant Headteacher or Deputy Headteacher (or acting) 4. Demonstrable impact as a senior leader with particular focus on curriculum design. 5. Innovator of change across the whole school that has impacted upon attainment. 6. Clear vision and evidence base for new technologies and their capacity to improve teaching and learning. 7. Track record of delivering and sustaining progressive improvements in achievement through high quality teaching and learning. 8. Experience of using whole school data to track progress and inform school improvement 9. Experience of mentoring or coaching colleagues 10. Experience of delivering high quality CPD 11. Demonstrable impact of leading teams successfully. 12. Experience in Designated Safeguarding Lead role 	<p>E</p> <p>E</p> <p>D</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>D</p>

Knowledge:

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| 1. Knowledge and understanding of the National Curriculum. | E |
| 2. Knowledge of evidence informed practice with particular focus on curriculum design. | E |
| 3. Knowledge of the current Ofsted framework. | E |
| 4. Understanding of national and school assessment information to raise standards. | E |
| 5. Excellent understanding of strategies to promote excellent behaviour for learning. | E |
| 6. Some knowledge of school finances and/or funding initiatives. | E |
| 7. Up to date knowledge of the principles of safeguarding. | E |

Skills and Abilities:

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| 1. Incisive and clear strategic thinker. | E |
| 2. Resilient and calm under pressure. | E |
| 3. Excellent communication, presentation and IT skills. | E |
| 4. The ability to initiate and implement new strategies and procedures. | E |
| 5. Have problem solving skills with a solution focussed approach. | E |
| 6. Effective interpersonal skills both in working relationships with young pupils and professional relationships with a wide range of contacts. | E |
| 7. Good organisational and time management skills. | E |
| 8. Ability to enthusiastically lead, manage and motivate staff and students, to lead by example and to work constructively as part of a team. | E |
| 9. Ability to combine a strategic outlook with an organised and competent approach to operational duties. | E |
| 10. Ability to work flexibly as a member of the senior leadership team in taking on leadership tasks and responsibilities, some of which may involve unusual situations or crisis management. | E |
| 11. Ability to deal with sensitive information in a confidential manner. | E |
| 12. Ability to provide a good role model to colleagues and young pupils. | E |
| 13. Ability to set, expect and monitor excellent standards. | E |

Other Attributes

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| 1. Evidence of having undertaken recent and relevant continuous professional development and to demonstrate the impact of this in work practice. | E |
| 2. A commitment to help young pupils achieve, through education and learning. | E |
| 3. Determination to promote equality of opportunity throughout all aspects of academy life | E |