

Person specification

	Essential	Desirable	Method of Assessment
Application	In addition to a fully completed application form, that should focus on evidencing how you meet each of the selection criteria, applicants should submit a well-structured supporting letter outlining the impact their leadership has had on outcomes for pupils. (No more than 1000 words)		
Qualifications	Qualified teacher status	Evidence of further study - this could be ongoing and/or Further Professional Qualifications including NPQSL or NPQH	- Application form - Selection Process - Certificates
Experience	- Successful teaching experience in the primary phase and evidence of consistently effective classroom practice demonstrating an understanding of how children learn. - Successful experience at curriculum leadership level within a primary school, with demonstrable impact on teaching, curriculum, inclusion or pupil outcomes. - Successful experience of curriculum development and implementation with demonstrable impact. - Experience of successful and co-operative working as a member of a team - Experience of the successful leadership of change, contributing to whole-school improvement, implementation and evaluation. - Experience of improving the skills of other practitioners and or developing colleagues through coaching, professional development, appraisal or project leadership. - Experience of promoting safeguarding procedures in a school	- A range of leadership, management and teaching experience in more than one context - Experience of managing staff, budgets or other delegated resources. - Teaching or leadership experience in more than one Key Stage, school or context - Experience of leading on Phonics	- Application form - Selection Process - Work related testing - References
Professional Development	- Curriculum management that has resulted in successful change and effective practice - Experience of planning and managing high quality training and sustained professional development	Significant contribution and evidence of impact to the professional development of other colleagues in school	- Application form - Selection Process - Work related testing - References

Safeguarding	• Deep commitment to safeguarding and promoting children's welfare, with sound knowledge of KCSIE 2026, professional boundaries and appropriate action on concerns. • Ability to contribute to a whole-school safeguarding culture, work with the DSL and statutory partners and exercise sound professional judgement		• Application form • Selection Process • Work related testing • References
Skills/knowledge	• Secure understanding of the Teachers' Standards and the application of the Headteachers' Standards 2020 to delegated school leadership, together with current educational priorities and developments. • Detailed knowledge and understanding of the Primary and Early Years curriculum, assessment, early reading, evidence-informed teaching, adaptive practice, curriculum planning, delivery and evaluation. • Secure understanding of SEND, equality, attendance, behaviour, safeguarding, pupil welfare and reasonable adjustment duties, with a clear commitment to improving outcomes and closing achievement gaps for all pupils. • Proven leadership skills, including the ability to lead by example with integrity, creativity, resilience and clarity, inspiring and influencing others to initiate and sustain improvement. • Ability to communicate effectively in a wide range of situations and build positive relationships with pupils, parents, staff, governors and external partners. • Ability to deputise confidently, make proportionate decisions, manage competing priorities and exercise sound professional judgement, recognising when matters should be escalated. • Ability to promote a positive and inclusive culture in which staff are motivated, supported and held accountable, while maintaining high expectations and avoiding unnecessary workload. • Ability to translate strategic priorities into effective implementation plans, lead change successfully, monitor progress and evaluate impact. • Ability to analyse, interpret and communicate self-evaluation, educational, attendance, safeguarding and performance data accurately in order to identify priorities, inform decision-making and drive school improvement. • Ability to provide enthusiastic, sensitive and focused leadership that promotes high-quality care, guidance and support for pupils and their families.	• Understanding of maintained-school governance, education partnerships, staff management, financial controls, health and safety, data protection, risk management and broader statutory responsibilities.	• Application form • Selection Process • Work related testing • References

Personal Qualities	• Evidence of being able to build and sustain respectful, productive and professionally appropriate relationships with pupils, staff, governors, parents and external agencies. • Flexibility and adaptability in order to be able to mix with a wide range of people		• Application form • Selection Process • Work related testing • References
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Any relevant issues arising from references will be taken up at interview.

The Governing Board is committed to safeguarding and promoting the welfare of children and young people and requires all employees and volunteers to share this commitment.