

Head of School Person Specification

| Aspect | Requirement | Essential | Desirable |
|---|---|--|-----------|
| Qualification | Qualified teacher status | x | |
| | NPQH | | x |
| | Further relevant professional studies | | x |
| Experience | Experience of effective senior leadership | x | |
| | Senior leadership and management experience in more than one school | | x |
| | Proven track record in bringing about improvement in pupil outcomes | x | |
| | Use of innovative approaches to the development of teaching and learning, including AFL and ICT | x | |
| | Successful involvement with, and management of, self-evaluation, planning and target setting | x | |
| | Experience of Ofsted processes | x | |
| | Leadership of staff professional development | x | |
| | Leadership of pastoral/pupil personal development | x | |
| | Successful partnership working with other schools and/or academies, external agencies and stakeholders | x | |
| | Track record in working with, and impacting on, parental engagement | x | |
| | Successful experience of human and financial resource management | x | |
| | Experience of effective collaboration with other education providers and agencies, including cross-phase partners | x | |
| | Experience of effective implementation and use of ICT to innovate learning | x | |
| | Knowledge & understanding | Thorough knowledge and understanding of national priorities and current developments | x |
| In-depth knowledge of best practice in teaching and learning, including the use of ICT to support pupil achievement | | x | |
| Knowledge of curriculum and best practice in relation to EYFS, KS1 & KS2 | | x | |
| Understanding and application of school improvement principles | | x | |
| Knowledge and understanding of the principles and practices of performance management of all staff | | x | |
| Understanding of issues related to schools in challenging or vulnerable contexts | | x | |
| Knowledge of current leadership issues and developments that could be adopted from educational and non-educational settings | | x | |
| Abilities & skills | Demonstrable ability to manage change effectively | x | |
| | Ability to plan strategically and to monitor, evaluate and review all aspects of the school | x | |
| | Ability to lead, motivate, develop and inspire staff and encourage pupil and parental engagement | x | |
| | Ability to analyse and evaluate pupil data in order to set aspirational and challenging targets | x | |

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| | Ability to develop an ethos and structure for managing behaviour which enables pupils to become independent and self-managing | x | |
| | Ability to work effectively as part of the school team and with governors, trustees, pupils, parents/carers, stakeholders and partners within, end beyond, the education sector | x | |
| | Ability to secure the commitment of all stakeholders to the vision and ideas of the school and AAT | x | |
| | Ability to work effectively with members of the local community in developing the school as a community resource | x | |
| | Ability to think strategically, creatively and to prioritise | x | |
| | Excellent communication (written, oral and presentation skills) | x | |
| | Excellent interpersonal skills | x | |
| | Excellent self-awareness and ability to manage self | x | |
| | Ability to proactively engage with a range of external partners and networks | x | |
| | Willingness to learn from others and to both seek and take advice | x | |
| Equality | Demonstrate knowledge and understanding of equality issues and legislation (both provision and outcomes) | x | |
| | Ability to integrate equality policies into action | x | |
| | Demonstrable commitment to equality of opportunity and inclusive education | x | |
| | Experience of organising collaborative partnerships with other service providers to meet the needs of individuals and groups of pupils | | x |
| Safeguarding | Knowledge of local and national safeguarding requirements | x | |
| | Evidence of having complied with and secure highly effective safeguarding | x | |
| | Ability to develop an appropriate environment which ensures the safety of all users of the school | x | |
| Other requirements | Resilience, the ability to work under pressure and to meet deadlines | x | |
| | A commitment to AAT's vision, values and ethos | x | |
| | A commitment to the academies programme | x | |

Glenleigh Park Primary Academy and AAT are committed to safeguarding and promoting the welfare of pupils and we expect all employees and volunteers to share this commitment. This post is subject to an enhanced DBS and background identity checks, including the right to work in the UK.