

Person Specification – Head Teacher Bowness on Solway Primary School

	ESSENTIAL	DESIRABLE
1 Professional Qualifications	<ul style="list-style-type: none"> • Qualified Teacher Status. • Evidence of continuing professional development relating to school leadership and curriculum development. 	<ul style="list-style-type: none"> • Attainment of a relevant qualification (NPQH) or the willingness to undertake a relevant leadership qualification. • SENDCO Qualification
2 Experience Recent and successful experience of:	<ul style="list-style-type: none"> • Leadership and management in a primary school. • Teaching at a primary school (for a minimum of 5 years) across Key Stages. • Having a significant positive impact on standards and pupil progress through effective monitoring. • Tracking pupil progress highlighting areas of concern planning interventions and ensuring these actions have a positive impact on attainment and progress • Using evidence-based research to lead changes in teaching and learning. 	<ul style="list-style-type: none"> • Working with other agencies for the well-being of all pupils and their families. • Working closely with governors and the wider community. • Experience of mixed age classes. • Experience of managing provision for children with SEND • Senior Leadership experience
3 Knowledge Understanding of:	<ul style="list-style-type: none"> • Knowledge of school self-evaluation and school improvement planning • Ability to make professional leadership, managerial and organisational decisions • Principles for the development of effective teaching practice • Strategies for raising standards of achievements for all groups of pupils. • Strategies to develop partnership with parents and enhance community links • The range of data available for the evaluation and improvement of school performances and how to share this in an accessible way with staff, governors and parents. • Curriculum development across the whole school • The legislative framework for the school's work, including governance, curriculum and the Education Inspection Framework and requirements for statutory assessment. 	<ul style="list-style-type: none"> • Understanding the challenges of leading a small school. • Strategic financial planning. • Strategies to develop collaborative work with other schools. • Further developing high quality early years provision. • How to support and promote the health and well-being of all children and staff in the school • Managing a financial and a delegated budget. • Knowledge of budget setting
4 Professional Skills Ability to:	<ul style="list-style-type: none"> • Inspire, motivate and challenge staff, pupils and others to promote and develop the family ethos of the school. • Monitor and evaluate the performance of people and policies. • Maintain positive relationships with the Governing Body, external agencies, the LA, wider community, other schools & parents. • The ability to effectively manage and resolve conflict 	<ul style="list-style-type: none"> • Demonstrate exemplary teaching practice. • Use relevant experience of personnel issues and performance management in the life of the school.
5 Personal attributes	<ul style="list-style-type: none"> • Flexibility, resilience and a sense of humour • Creative thinking and a vision for the future. • The ability to relate to, listen and communicate effectively with others and inspire confidence, commitment and respect from others. 	<ul style="list-style-type: none"> • Approachable and ability to communicate

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	<ul style="list-style-type: none">• The ability to prioritise, plan and organise self and others and commit to staff development.• A collaborative leader who fosters a united school community by empowering and trusting staff to work independently and confidently in their roles.	
Safeguarding, equality and inclusion	<ul style="list-style-type: none">• Demonstrate a commitment to safeguarding and promoting the welfare of children within the inclusive environment• Demonstrate knowledge and understanding of robust safeguarding in schools and child protection• Actively draw on the diversity in the school community to enhance learning and support the academic, spiritual and cultural development of all.	<ul style="list-style-type: none">• Knowledge of CPoms