



Ince Church of England Primary School and Nursery



Person Specification/Selection Criteria for Head of School

The applicant will be required to safeguard and promote the welfare of children and young people.

Note: Candidates failing to meet any of the essential criteria will automatically be excluded

(A) Faith Commitment

	Essential	Desirable	Source
Full and active member of a 'Christian church'* (This requires evidence of current church involvement and a clear indication of the applicant's beliefs in relation to a church school or academy). <i>*Christian Church means a church which is Designated under the Ecumenical Relations Measure 2018, nationally by the Archbishops of Canterbury and York, or locally by the diocesan bishop, or which is a member of Churches Together in England, or affiliated to the Evangelical Alliance or a Partner Church of Affinity.</i>	E		A,I,R

To be able to demonstrate their knowledge and understanding of the following in the context of a church school or academy.

	Essential	Desirable	Source
The theologically rooted Christian vision of Ince Church of England Primary School and Nursery.	E		A,I,R
Leading school worship.	E		A,I,R
Ways of developing Religious Education and worship.	E		A,I,R
Ways of leading the spiritual development of all the school community.	E		A,I,R
A commitment to strategic thinking and planning that builds, communicates and carries forward a coherent and shared vision for the Christian ethos of the school.	E		A,I,R
How relationships should be fostered and developed between the school, local church and its community and Diocese.	E		A,I,R

(B) Qualifications

	Essential	Desirable	Source
Qualified teacher status	E		A
Degree or equivalent	E		A

(C) Professional Development

	Essential	Desirable	Source
Evidence of regular, recent and appropriate professional development for the role of HoS and/or suitable experience.	E		A,I,R
Evidence of recent leadership and management professional development.	E		A,I,R
Has successfully undertaken the 'Safer Recruitment' training or has a commitment to do so before taking up the post/within 12 months of taking up the post.	E		A,I,R
Has successfully undertaken appropriate Child Protection training/Designated Safeguarding Lead training or a commitment to undertake.	E		A,I,R





(D) School Leadership and Management Experience

	Essential	Desirable	Source
Recent member of successful leadership team as a Headteacher/Head of School, Deputy Headteacher or Assistant Headteacher.	E		A,I,R
To have taken an active involvement in school self evaluation and development planning.	E		A,I,R
An awareness of financial management of a primary school.		D	A,I,R
Knowledge and understanding of strategic financial planning and budgetary management in relation to their contribution to school/academy development and pupil achievement.		D	A,I,R
To have had responsibility for policy development and implementation.	E		A,I,R
To have had experience of and ability to contribute to staff development across the primary range (e.g. coaching, mentoring, INSET for staff).	E		A,I,R

(E) Experience and Knowledge of Teaching

	Essential	Desirable	Source
Experience of teaching in more than one school.		D	A,I,R
Teaching experience in a primary school and a working and current knowledge and understanding of all three Key Stages in the primary phase.	E		A,I,R
To be able to effectively use data, assessment and target setting to raise standards/address weaknesses.	E		A,I,R
To be able to exemplify how the needs of all pupils, including children in the early years and those with special educational needs and/or disabilities (SEND) have been met through high-quality, adaptive teaching.	E		A,I,R

(F) Professional Attributes

	Essential	Desirable	Source
Demonstrate an understanding of the needs of pupils and how these could be met.	E		A,I,R
Able to demonstrate a clear rationale for behaviour management and a proven track record of the effective implementation of a range of behaviour management strategies.	E		A,I,R
Excellent written and verbal communication skills (which will be assessed at all stages of the process).	E		A,I,R
To be a leader of learning, demonstrating, promoting and encouraging outstanding classroom practice.	E		A,I,R
Show a good commitment to sustained attendance at work.	E		A,I,R

(G) Professional Skills

(Based on the National Standards for Headship 2020)

Whilst the Head of School is expected to meet all the National Standards of Headship in relation to this appointment, candidates are particularly required to demonstrate their knowledge and understanding of the following in the context of a Church school.

	Essential	Desirable	Source
1. School culture Headteachers: <ul style="list-style-type: none"> establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment 	E E		A,I,R A,I,R
2. Teaching Headteachers: <ul style="list-style-type: none"> establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn 	E		A,I,R
3. Curriculum and assessment Headteachers:	E		A,I,R



<ul style="list-style-type: none"> ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities 	E		A,I,R
4. Behaviour Headteachers: <ul style="list-style-type: none"> establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils implement consistent, fair and respectful approaches to managing behaviour ensure that adults within the school model and teach the behaviour of a good citizen 	E E E		A,I,R A,I,R A,I,R
5. Additional and special educational needs and disabilities Headteachers: <ul style="list-style-type: none"> ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate 	E E		A,I,R A,I,R
6. Professional development Headteachers: <ul style="list-style-type: none"> ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning 	E E		A,I,R A,I,R
7. Organisational management Headteachers: <ul style="list-style-type: none"> ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care ensure staff are deployed and managed well with due attention paid to workload 	E E		A,I,R A,I,R
8. Continuous school improvement Headteachers: <ul style="list-style-type: none"> make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context 	E E		A,I,R A,I,R
9. Working in partnership Headteachers: <ul style="list-style-type: none"> forge constructive relationships beyond the school, working in partnership with parents, carers and the local community commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils 	E E E		A,I,R A,I,R A,I,R





10. Governance and accountability Headteachers: <ul style="list-style-type: none">understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibilityestablish and sustain professional working relationship with those responsible for governance	E		A,I,R
	E		A,I,R

(H) Confidential References

Positive and supportive faith reference from the priest/minister where the applicant regularly worships. <i>Candidates who do not use the Parish priest/minister must give an explanation in the letter of application.</i>	E
Positive recommendation from all referees including current employer.	E

(I) Application Form and Supporting Statement

The application form must be fully completed and legible. The supporting statement should be clear, concise and related to the specific post.

