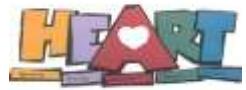




The Duke of Bedford Primary School

Person Specification



CRITERIA	QUALITIES	ESSENTIAL OR DESIRABLE
Qualifications and training	<ul style="list-style-type: none">Qualified teacher status	E
	<ul style="list-style-type: none">Degree	E
	<ul style="list-style-type: none">Senior leadership certification (NPQSL) or similar leadership qualification	D
	<ul style="list-style-type: none">Evidence of continuous and further professional development, particularly in areas of leadership and management	E
Experience	<ul style="list-style-type: none">Successful leadership and management experience in a school	E
	<ul style="list-style-type: none">Communicating, managing and implementing positive change	E
	<ul style="list-style-type: none">Teaching experience in a range of year groups and across key stages	E
	<ul style="list-style-type: none">Experience of working in more than one school	E
	<ul style="list-style-type: none">Involvement in school self-evaluation and development planning	E
	<ul style="list-style-type: none">Evidence of outstanding teaching which raises standards	E
	<ul style="list-style-type: none">Evidence of the effective use of assessments and target setting	E
	<ul style="list-style-type: none">Successful and substantial leadership and management as a Deputy headteacher, or Assistant headteacher with primary aged children	E
	<ul style="list-style-type: none">Evidence of the successful implementation of strategies to improve teaching and learning to raise standards across the school	E
	<ul style="list-style-type: none">Evidence of managing or making a substantial contribution to the management of change	E
	<ul style="list-style-type: none">Evidence of successful line management and staff development/training including managing underperformance	E

	<ul style="list-style-type: none"> • Experience of being a Designated Safeguarding Lead or Deputy, with effective safeguarding procedures across the school 	D
	<ul style="list-style-type: none"> • Evidence of the strategic development and implementation of the school development plan. 	E
	<ul style="list-style-type: none"> • Effective monitoring and evaluation with positive impact, resulting in significant improvements 	E
	<ul style="list-style-type: none"> • Evidence of developing an effective curriculum across the school 	D
	<ul style="list-style-type: none"> • Experience of working with a Governing Board and can demonstrate an understanding of the shared collaborative working that this entails 	D
Skills and knowledge	<ul style="list-style-type: none"> • Excellent ICT skills. Data analysis skills, and the ability to use data to set targets and identify weaknesses 	E
	<ul style="list-style-type: none"> • Understanding of high-quality teaching, and the ability to model this for others and support others to improve 	E
	<ul style="list-style-type: none"> • Secure knowledge of statutory requirements relating to the curriculum and assessment 	E
	<ul style="list-style-type: none"> • Understanding of school finances and financial management 	D
	<ul style="list-style-type: none"> • Effective communication and interpersonal skills 	E
	<ul style="list-style-type: none"> • Ability to communicate a vision and inspire others 	E
	<ul style="list-style-type: none"> • Understanding of the characteristics of an effective learning environment to aid pupil progress 	E
Personal qualities	<ul style="list-style-type: none"> • A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school 	E
	<ul style="list-style-type: none"> • Excellent communication and interpersonal skills with the ability to motivate, inspire and mentor others by fostering a productive and collaborative working environment 	E
	<ul style="list-style-type: none"> • Demonstrates sound judgement and is proactive in the management of problems 	E
	<ul style="list-style-type: none"> • Demonstrates commitment, reliability and integrity 	E
	<ul style="list-style-type: none"> • Ability to work under pressure and prioritise effectively 	E
	<ul style="list-style-type: none"> • Commitment to maintaining confidentiality at all times 	E
	<ul style="list-style-type: none"> • Recognises the role that parents/carers play as partners in helping children succeed and thrive 	E

	<ul style="list-style-type: none">• Can show commitment to providing an appropriate work/life balance for the staff	E
	<ul style="list-style-type: none">• Commitment to the safeguarding and welfare of all pupils and staff	E