



Person Specification			
Job Title	Year Leader	Job Holder	
Author	Jo Evans	Date Created	
Date Reviewed		Next Review Date	

This person specification defines the type of person required, and describes the essential and desirable skills, knowledge, qualifications, specific conditions and competencies required to undertake the duties of the job description.

Items marked as 'E' (Essential) must be demonstrated on the application form and/or at interview, as indicated below. Failure to do so is likely to result in the application in question being omitted from a short list for interview.

Items marked as 'D' (Desirable) may form the basis for selection and should be demonstrated if possible in the application form ('A') and / or at interview ('I') as indicated below.

Key:			
E – Essential Process	D – Desirable	A – Application Form	I – Interview

Qualifications		E	D	A	I
1.	Qualified Teacher Status.	✓		✓	
2.	Valid UK Driving Licence	✓		✓	

Knowledge & Understanding		E	D	A	I
Able to evidence and apply up to date secure knowledge and understanding of:					
1.	The capacity to effectively monitor and evaluate the quality of teaching and standard of pupils' achievement, and use effective benchmarks to set targets for improvement.	✓			✓
2.	The ability to build and lead teams efficiently and effectively using skills of motivation, delegation and time management.	✓		✓	✓
3.	To be able to judge when to make a decision, when to consult and when to defer to the Deputy Head Teacher.	✓		✓	✓
4.	The ability to prioritise own time effectively, work under pressure and to set and meet deadlines with a sense of balance and perspective.	✓		✓	✓
5.	Effective administrative and organisational skills.	✓		✓	✓
6.	The ability to apply an excellent knowledge of ICT for teaching and administration.	✓			✓
7.	An understanding of the implications of equal opportunities and inclusion issues and an understanding of safeguarding and promoting the welfare of children, and apply such understanding throughout one's professional practice.	✓		✓	✓
8.	An understanding and application of appropriate strategies for managing pupil's behaviour.	✓		✓	✓



Skills		E	D	A	I
1.	Leadership skills – lead and manage people to work towards common goals and use appropriate leadership styles in different situations as appropriate.	✓		✓	✓
2.	Solution focused skills – ability to investigate effectively, solve problems and make robust decisions.	✓		✓	✓
3.	Communication skills (both orally and in writing) – Ability to make points clearly and concisely and understand the views of all others, including colleagues and parents.	✓		✓	✓
4.	Ability to initiate and develop new ideas that impact effectively upon teaching and learning outcomes and pupil progress and successfully manage change.	✓		✓	✓
5.	A genuine motivation to secure the educational progress of pupils irrespective of their ability, or ethnic, cultural or social background.	✓		✓	✓
6.	Personal impact, self-confidence and presence that enables you to drive initiatives.	✓			✓
7.	Positive energy, determination and perseverance.	✓			✓
8.	An enthusiasm for and commitment for the involvement with pupils, parents, staff and Governors.	✓			✓
9.	Recent participation in relevant professional development activities and a willingness to undertake other relevant training.	✓		✓	✓

Experience		E	D	A	I
1.	To have demonstrable experience and robust knowledge of the National Curriculum and assessment.	✓		✓	✓
2.	Substantial relevant teaching experience.	✓		✓	✓
3.	Evidence of a wide range of continuing relevant professional development.	✓			✓
4.	Knowledge of school development, planning and implementing the vision to take the school forward.	✓		✓	✓
5.	Evidence of monitoring and evaluation strategies to raise the standards of the quality of teaching and learning and children's outcomes.	✓		✓	✓
6.	The ability to initiate, develop and implement policy and practice which reflects the school's commitment to high achievement and to achieve challenging professional targets/objectives.	✓			✓

Personal Attributes		E	D	A	I
1.	High levels of honesty and integrity and a highly ethical approach to all aspects of the role	✓		✓	✓
2.	Have a passion for and relentless determination that every child develops and succeeds	✓		✓	✓
3.	Have high standards in terms of attendance, punctuality and meeting deadlines	✓		✓	✓
4.	Adaptability to respond appropriately to challenging situations.	✓		✓	✓



5.	Demonstrate a positive approach with enthusiasm and maintain appropriate professional boundaries in relationships with children.	✓		✓	✓
6.	Committed to safeguarding and promoting the welfare of children and successfully DBS cleared.	✓		✓	✓
7.	Suitable to work with children. Be committed to and be able to actively demonstrate safeguarding and promoting the welfare of children. Demonstrate the ability to uphold public trust and confidence and maintain appropriate positive professional boundaries in relationships with both children and adults at all times	✓			✓