

<u>Criteria</u>
Professional Qualification and experience
<u>Essential</u>
Qualified Teacher Status
Evidence of significant and relevant continued professional development in school leadership, management and/or infant education
<u>Desirable</u>
NPQH / Masters degree or equivalent
Designated Child Protection Officer / Safeguarding Lead trained
Safer Recruitment trained
Leadership and Management
<u>Essential</u>
Experience as a successful Headteacher, Deputy Headteacher or Assistant Headteacher at either Infant or Primary School
Proven track record of raising standards of achievement and progress
Substantial involvement in school improvement planning, including its implementation, monitoring and evaluation
Experience of leading and managing staff including empowering and developing through CPD
Able to direct and co-ordinate the work of others, motivating, inspiring, and supporting staff in all matters of classroom practice, organisation, management and teaching methods
Experience of leading staff professional development linked to school improvement and school priorities
Experience of reviewing the performance of staff, acknowledging excellent practice and challenging poor performance
<u>Desirable</u>
Experience of contributing to the management of whole school budgets in accordance with the priorities of the school
Experience of working with the Governing Board to set and implement the strategic direction of the school
Teaching and Learning
<u>Essential</u>
Significant teaching experience in different year groups
Track record of excellent classroom practice and innovative curriculum development
Understanding of the curriculum, its design, implementation and impact across year groups
Effectively analyse and interpret data to understand the strengths and weaknesses of the school and drive school improvement
Evidence of using assessment data to monitor children's progress in learning. Ability to review, monitor and evaluate progress and attainment and have impact on further strategies to accelerate learning
Experience of effective benchmarking, target-setting and use of assessment
<u>Desirable</u>
Experience of having taught in more than one school

Criteria

Accountability and Partnership Working

Essential

Experience of using national, local and school data to monitor, evaluate and improve school performance

Ability to communicate the aims, objectives and values of the school to pupils, staff, parents, governors, the community and all stakeholders

Able to demonstrate an understanding of and commitment to the role of the Governing Board and the ability to work in partnership with Governors

Able to demonstrate an understanding of national policy and statutory frameworks for education

Experience of working with feeder schools and receiver nurseries to ensure continuity of learning for all children

Willingness to work with local cluster schools, external agencies and the wider Portsmouth Education Partnership

Personal Skills and Attributes

Essential

Have vision and enthusiasm with high expectations of self, other adults, children and young people

Ability to be reflective and self-critical, plus manage workload and wellbeing

Personal impact, presence and excellent interpersonal skills

Approachable, adaptable, flexible and resilient, able to work under pressure