



**GATTEN & LAKE
COMMUNITY PRIMARY SCHOOL,**

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Person Specification:

Selection decisions will be based on the criteria outlined below which are aligned to the 2004 National Standards for Headteachers. At each stage of the process, an assessment will be made by the appointment panel to determine the extent to which the criteria have been met. When completing your application paperwork, you should ensure that you address each of the selection criteria and provide supporting evidence of how you meet the criteria through reference to work or other relevant experience.

Educational qualifications and training
<ul style="list-style-type: none"> • Qualified teacher status • NPQH desirable • Evidence of recent and relevant continuing professional development
Experience
<p>Experience of:</p> <ul style="list-style-type: none"> • headship/deputy headship <u>or</u> • substantial experience in an equivalent senior position in primary education • substantial, successful and varied teaching across the primary age range • working with children with a wide variety of needs • curriculum planning, implementation; assessment & recording across the curriculum • effective involvement with staff, parents, carers and governors.
Safeguarding
<ul style="list-style-type: none"> • Displays commitment to the protection and safeguarding of children and young people • Has up-to-date knowledge and understanding of relevant legislation and guidance in relation to working with, and the protection of, children and young people • Will co-operate and work with relevant agencies to protect children.
Shaping the future
<p>Can demonstrate the ability to:</p> <ul style="list-style-type: none"> • to lead and motivate staff, pupils, parents and governors to implement the school's mission statement • evidence of successfully setting high expectations, improving the quality of teaching and raising standards • to be able to analyse data, set targets, monitor progress and evaluate outcomes • lead and respond effectively to change and challenge

Leading Learning and Teaching

Can demonstrate the ability to:

- secure high standards and good progress for all pupils
- secure good quality teaching for all pupils including SEND and vulnerable pupils
- set challenging targets, monitor and evaluate effectively and challenge poor performance
- motivate and manage all pupils effectively and ensure their safety
- design and manage the whole primary curriculum including the Nursery and Early Years

Developing Self and Working with Others

Can demonstrate the ability to:

- show evidence of continuing personal development in leadership, management, teaching and learning
- have experience in performance management in promoting staff development
- identify staff needs, and to support staff in their learning and development
- set clear expectations and give appropriate example
- manage own workload and that of others to allow an appropriate work/life balance
- maintain confidentiality
- articulate and understand current educational issues.
- Maintain relationships with Cluster and local special schools

Managing the Organisation

Can demonstrate the ability to:

- establish and sustain appropriate structures and systems, collaborating appropriately
- manage the school efficiently and effectively on a day to day basis
- prioritise, plan and organise self and others
- ensure robust financial and resource management
- take the lead role on commissioning external services
- have an understanding of the use of ICT as a management tool

Securing Accountability

Can demonstrate the ability to:

- work with the governing body to enable it to meet its responsibilities and fulfil commitments arising from contractual accountability
- undertake and lead effective and robust school self-evaluation
- lead inclusive practice and secure equal opportunities.

Strengthening Community

Can demonstrate the ability to:

- create and maintain an effective partnership with parents and carers to support and improve pupils' achievement and personal development
- communicate effectively and sensitively with children, staff, parents, governors, the local community, partners and other professionals
- work in partnership with a range of others to improve outcomes for pupils
- to have an understanding of the school's role in the local and wider community