

PERSON SPECIFICATION

Co-Head

Guidance for Candidates

The Person Specification is used by the selection panel to identify the attributes a successful candidate will need to bring to the post.

Those criteria marked **E (Essential)** are the minimum requirements for the role and **must be met in full** in order for a candidate to be shortlisted for interview or appointed to the post.

Those marked **D (Desirable)** are not essential but will strengthen a candidate's application and **increase the likelihood of being shortlisted or appointed**.

All other abilities, skills, and attributes will be judged **"by degree"** through a range of selection activities. These may include the application form and covering letter, references, task, presentation, and interview process. These processes are designed to support the panel in appointing a candidate who is **personally and professionally best suited** to the role of Co-Headteacher.

Evidence will be assessed using the following methods:

- **A** – Application Form / Cover Letter
- **R** – Reference
- **T** – Task
- **P** – Presentation
- **I** – Interview

Co-Headship Context

Given the nature of this role, **particular attention will be given to candidates' ability to demonstrate effective collaborative leadership**. This includes the capacity to:

- Work in close professional partnership
- Share leadership and accountability
- Communicate openly and build trust
- Contribute positively to a co-headship model

These qualities are essential to the success of the role and will be assessed throughout the selection process.

1. Qualifications and Professional Development

Criteria	Essential (E)	Desirable (D)	Evidence
Qualified Teacher Status (QTS)	/		A
Evidence of sustained professional development linked to leadership	/		A
Recent safeguarding training (e.g. DSL or equivalent)	/		A/I
NPQH / NPQEL or equivalent leadership qualification		/	A

2. Experience

Criteria	Essential (E)	Desirable (D)	Evidence
Substantial, successful teaching experience in the primary phase	/		A/R
Significant senior leadership experience (Deputy Head, Assistant Head, or Headteacher)	/		A/R
Proven track record of school improvement and raising standards	/		A/R/T/I
Experience of improving teaching and learning across a school or phase	/		A/T/I
Experience of monitoring, evaluating, and using data to drive improvement	/		A/T
Experience of working with governors, Trust leaders, and external partners	/		A/R/I
Experience of leading whole-school priorities (e.g. SEND, behaviour, curriculum, safeguarding)	/		A/I
Experience of Headship (substantive or acting)		/	A/R

3. Professional Knowledge and Understanding

Criteria	Essential (E)	Desirable (D)	Evidence
Strong knowledge of teaching, learning, and curriculum across the primary phase	/		A/T/P/I
Secure understanding of assessment, data, and accountability systems	/		A/T
Up-to-date knowledge of national policy and statutory requirements	/		A/I
Strong understanding of safeguarding responsibilities	/		A/I
Knowledge of inclusive practice and SEND provision	/		A/I
Understanding of behaviour systems and pastoral frameworks	/		A/I
Knowledge of school finance and resource management		/	A/I

4. Leadership and Management

Criteria	Essential (E)	Desirable (D)	Evidence
Ability to articulate and deliver a clear strategic vision	/		A/P/I
Proven ability to lead, motivate, and inspire staff	/		A/R/I
Experience of performance management and staff development	/		A/I
Ability to balance strategic and operational leadership	/		A/I

Strong organisational and decision-making skills	/		A/I
Ability to lead change and drive improvement	/		A/P/I
Experience contributing to or leading whole-school planning	/		A

5. Co-Headship and Collaborative Leadership

Criteria	Essential (E)	Desirable (D)	Evidence
Ability to work in close partnership, sharing leadership and accountability	/		A/I
Commitment to collaborative decision-making and joint responsibility	/		A/I
Ability to communicate openly and build professional trust	/		A/I
Ability to challenge and support constructively	/		I
Flexibility to adapt roles based on strengths and school needs	/		I
Experience of distributed or shared leadership models		/	A/I

6. Personal Qualities

Criteria	Essential (E)	Desirable (D)	Evidence
Integrity, resilience, and emotional intelligence	/		A/R/I
Ability to lead with clarity, compassion, and integrity	/		A/I
Excellent interpersonal and communication skills	/		A/I
Ability to build strong relationships with all stakeholders	/		A/I
Commitment to inclusion, equality, and pupil wellbeing	/		A/I
Reflective and open to professional challenge	/		I
Ability to manage complexity and competing priorities	/		I

7. Safeguarding and Ethos

Criteria	Essential (E)	Desirable (D)	Evidence
Strong commitment to safeguarding and promoting the welfare of children	/		A/I
Ability to create a safe, inclusive, and nurturing environment	/		A/I
Commitment to the ethos, values, and vision of the school and Trust	/		A/I