# HEAD OF SCHOOL PERSON SPECIFICATION

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

Those marked **E** are essential and must be met in order for a candidate to be shortlisted for interview or appointed to the post.

Those marked **D** are desirable and will strengthen a candidate’s likelihood of being invited to

interview or appointed to the post.

All other abilities and aptitudes will be judged ‘by degree’ from the application form, references, task, presentation and interview activities to guide the selection panel in appointing a candidate who is personally and professionally suited to successfully filling this post.

A = application form/cover letter R=Reference T=Task P=Presentation I=Interview

Candidates should ensure that they will satisfy the essential elements before applying, and ensure that they construct their letter of application to include the areas requested in the details sent to potential candidates.

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|  | **CATEGORY** | **EVIDENCE** |
| **QUALIFICATIONS** | | |
| Qualified Teacher Status | **E** | A |
| Relevant NPQ for Senior Leaders | **D** | A |
| Recent CPD relevant to the post | **E** | A |
| Other professional qualifications | **D** | A |
| **EXPERIENCE** | | |
| Substantial, successful teaching experience in the primary phase | **E** | A/R |
| Experience in more than one school | **D** | A |
| Substantial, successful senior leadership experience in primary phase schools | **E** | A/R |
| Experience of appraising the work of others | **E** | A/T/I |
| Experience of working with governors | **E** | A/T/I |

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|  | **CATEGORY** | **EVIDENCE** |
| **PROFESSIONAL KNOWLEDGE, SKILLS AND UNDERSTANDING** | | |
| Up to date knowledge of primary education | **E** | A/R/T/I |
| Knowledge and experience of school self-evaluation | **E** | A/R/T/I |
| Up to date knowledge of assessment and tracking | **E** | A/R/T |
| Understanding of school improvement strategies | **E** | A/R/T/P/I |
| Knowledge of current educational legislation and initiatives | **E** | A/R/I |
| Knowledge of equal opportunities and commitment to their pursuit | **E** | A/R/I |
| Wide knowledge of effective teaching methods and strategies | **E** | A/R/T/P |
| Developed skills in analysing and interpreting performance data | **E** | T |
| Ability to scan the educational landscape and prepare for the future | **E** | A/I |
| Skills in budget management | **D** | A/R/I |
| **LEADERSHIP & MANAGEMENT** | | |
| Demonstrates the qualities needed to be an inspirational leader with a clear vision for the school | **E** | A/I |
| Commitment to work pro-actively with governors and staff | **E** | A/T/I |
| Ability to make and support difficult decisions | **E** | I/T |
| Ability to promote high expectations of children and staff | **E** | A/I |
| **PROFESSIONAL COMPETENCIES** | | |
| Ability to think strategically, plan for the future and form a vision | **E** | A/R/T/P/I |
| Ability to drive and manage change efficiently |
| Ability to establish appropriate priorities for spending and effectively manage and  monitor the school budget |
| Ability to maintain and work within policies and procedures |
| Competent user of IT and electronic data systems |
| Commitment to setting high expectations and ability to challenge underperformance |
| Commitment to ensuring inclusion, addressing diversity and access |
| Ability to motivate and manage members of staff with different skills and experience  and to delegate appropriately |
| Good communication skills, with an ability to present with clarity and authority orally  and to write effectively |
| Ability to take clear decisions |
| Ability to establish and maintain effective relationships with parents, carers and other  agencies with a connection to the school |
| Ability to collaborate and network with others beyond the school in order to build and  maintain a learning community |

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|  | **CATEGORY** | **EVIDENCE** |
| **COMMUNITY** | | |
| Evidence of collaborating with other schools and educational providers | **E** | A/R |
| Evidence of welcoming parents and the wider community into school and valuing their  input | **E** | A/R |
| **SAFEGUARDING** | | |
| Evidence of up to date safeguarding training | **E** | A |
| Knowledge of the responsibilities in managing safeguarding matters | **E** | I |
| Understanding of the school’s role in keeping pupils and staff safe | **E** | A/I |
| Enhanced DBS check | **E** | Post Appointment |
| **PERSONAL ATTRIBUTES** | | |
| A passion for creating a rich, opportunity led, curriculum and environment where  children develop a love of learning | **E** | T/P/I |
| Ability to prioritise |
| Adaptable and resilient |
| Efficient and able to complete tasks on time |
| Able to create effective working relationships with all staff, governors and parents /  carers |
| Self-aware, reflective and forward thinking |
| Approachable |
| **REFERENCES** | | |
| The candidate will have appropriate references recommending for the post | **E** | R |
| **SPECIFIC REQUIREMENTS** | | |
| The ability to present professionally and manage tasks and an interview with confidence,  authority and conviction | **E** | T/P/I |
| The ability to put the spiritual, moral, social and cultural (SMSC) development of pupils at  the heart of school life | **E** | A/T/I |