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**Person Specification for**

**Headteacher at Kirkham and Wesham Primary School.**

***The applicant will be required to safeguard and promote***

***the welfare of children and young people***

Selection decisions will be based on the criteria below. 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 and the ability to fulfil the job description for the post.

Candidates failing to meet any of the essential criteria will automatically be excluded at any stage of the process.

The appointing panel will use a combination of assessment tools to determine each candidate's suitability and the extent to which the criteria have been met. These assessment tools include (but are not limited to) the application form, supporting statement, information gathered during the interview process and references.

**[A] Qualifications**

|  |  |  |
| --- | --- | --- |
|  | **Qualification requirements** | **Essential/ Desirable**  |
|  | Qualified teacher status | **E** |

**[B] Professional Development**

|  |  |  |
| --- | --- | --- |
|  |  | **Essential/ Desirable** |
|  | Evidence of recent and appropriate leadership and management professional development  | **E** |

**[C] School leadership and management knowledge and experience**

|  |  | **Essential/ Desirable** |
| --- | --- | --- |
|  | Successful leadership as a member of a senior leadership team | **E** |
|  | Successful leadership as a Deputy Headteacher | **D** |
|  | Evidence of successfully leading school improvement  | **E** |
|  | Evidence of the application of strategies to review, evaluate and improve teaching and learning. | **E** |
|  | Experience of leading curriculum development | **E** |
|  | Experience of monitoring staff performance | **E** |
|  | Experience of effective budget management and financial analysis | **D** |
|  | An understanding of strategic financial planning in relation to its contribution to school improvement and pupil achievement. | **E** |
|  | The ability to provide support and advice to the Governing Board to enable it to meet its responsibilities. | **E** |
|  | To have had experience of guiding, mentoring or training individuals or teams. | **E** |
|  | Maintains good awareness of current national education policy and strategy. | **E** |

**[D] Experience and knowledge of teaching**

|  |  |  |
| --- | --- | --- |
|  |  | **Essential/ Desirable** |
|  | Proven excellence in teaching pupils in the primary phase | **E** |
|  | To have a working and current knowledge and understanding of all 3 Key Stages in the primary phase  | **E** |
|  | Can effectively analyse school data and identify appropriate actions which then form part of the school improvement plan. | **E** |
|  | Commitment to ensuring inclusion and addressing diversity positively.  | **E** |

**[E] Professional Attributes**

|  |  |  |
| --- | --- | --- |
|  |  | **Essential/ Desirable** |
|  | Strong behaviour management skills | **E** |
|  | An ability to communicate effectively, both orally and in writing, with a range of audiences | **E** |
|  | To be a leader of learning; demonstrating, promoting and encouraging excellent classroom practice. | **E** |
|  | A commitment to the professional development for all staff, and self. | **E** |
|  | Have a good commitment to sustaining regular attendance at work | **E** |
|  | To be able to assess and balance risks and opportunities | **D** |
|  | An ability to engage and work collaboratively with parents and carers.  | **E** |
|  | The ability to plan, prioritise and organise self and others | **E** |

**[F] Personal Qualities**

|  |  |  |
| --- | --- | --- |
|  |  | **Essential/ Desirable** |
|  | A passion for achieving the very best outcomes for all children | **E** |
|  | A caring and considerate attitude towards children, which values each child's potential and recognises each child as an individual. | **E** |
|  | An ability to establish effective working relationships with a wide and diverse range of people including pupils, parents, Governors, colleagues, other professionals and wider community  | **E** |
|  | The ability to perform effectively under a range of different pressures with proven outcomes | **E** |
|  | The ability to build, create and then communicate a clear vision for the school | **E** |

**[G] Safeguarding**

|  |  |  |
| --- | --- | --- |
|  |  | **Essential/ Desirable** |
|  | Displays commitment to the protection and safeguarding of children and young people | **E** |
|  | The ability to form and maintain appropriate relationships and personal boundaries with young people. | **E** |
|  | Has up to date knowledge and understanding of relevant legislation and guidance in relation to working with and protection of children and young people | **E** |
|  | Will co-operate and work with relevant agencies to protect young people | **E** |

**[H] Professional Skills**

Each candidate will be expected to demonstrate knowledge and understanding of the Headteachers' Standards 2020 which also form the basis of the Job Description. Candidates will be expected to show evidence of having applied this knowledge and understanding in their current setting as well as an awareness of how this will be applied in xxx school.

**[I] Confidential References and Reports**

|  |  |
| --- | --- |
| Positive recommendation from all referees, including current employer | **E** |

**[J] Application Form and Supporting Statement**

*The form must be fully completed and legible. The supporting statement should be clear, concise and related to the specific post.*

Annex 9: Person Specification/Selection Criteria for a Deputy Headteacher in a Community School

*NB: This is a master outline for a person specification; this should be personalised to the school. It is not expected that all the suggestions are included; only those relevant to the post and the wording/vocabulary can also be altered to suit the school's needs. Italic text indicates guidance notes that should be deleted. Bold text indicates criteria strongly recommended.*

**Person Specification/Selection Criteria for**

**Deputy Headteacher at xxxx School.**

***The applicant will be required to safeguard and promote***

***the welfare of children and young people***

Selection decisions will be based on the criteria below. 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 and the ability to fulfil the job description for the post.

Candidates failing to meet any of the essential criteria will automatically be excluded at any stage of the process.

The appointing panel will use a combination of assessment tools to determine each candidate's suitability and the extent to which the criteria have been met. These assessment tools include (but are not limited to) the application form, supporting statement, information gathered during the interview process and references.

**[A] Qualifications**

|  |  |  |
| --- | --- | --- |
|  | **Qualification requirements** | **Essential/Desirable**  |
|  | Qualified teacher status | **E** |
|  | Degree |  |

**[B] Professional Development**

|  |  |  |
| --- | --- | --- |
|  |  | **Essential/Desirable** |
| 3. | Evidence of appropriate professional development for the role of Deputy Headteacher**OR**Evidence of on-going leadership and management professional development. |  |
| 4. | Up to date safeguarding training and knowledge of legislation for the protection of young people |  |

**[C] School leadership and management experience**

|  |  | **Essential/Desirable** |
| --- | --- | --- |
| 5. | Evidence of direct involvement in whole school self- evaluation and school improvement strategies |  |
| 6. | Successful experience of leading one or more curriculum areas  |  |
| 7. | To have led whole school initiatives |  |
| 8. | Experience of working effectively within staff teams |  |
| 9. | Experience of line management of staff  |  |
| 10. | To have had responsibility for policy development and implementation |  |
| 11. | To have had experience of and the ability to support other staff with their professional development across the primary range (e.g. peer support, mentoring, delivering training) |  |
| 12. | Work positively with parents and carers  |  |
| 13. | To demonstrate an awareness of current national education policy |  |

**[D] Experience and knowledge of teaching**

|  |  |  |
| --- | --- | --- |
|  |  | **Essential/Desirable** |
| 14. | Proven excellence in teaching pupils within the primary phase |  |
| 15. | Thorough knowledge of teaching and learning across all 3 Key Stages in the primary phase. |  |
| 16. | Secure understanding of assessment strategies, data analysis and the use of assessment to maximise achievement.  |  |
| 17. | Ability to promote inclusion and meet the needs of all pupils |  |
| 18. | A commitment to addressing diversity positively |  |

**[E] Professional Attributes**

|  |  |  |
| --- | --- | --- |
|  |  | **Essential/Desirable** |
| 19. | Ability to deal effectively and positively with a range of pupil behaviours |  |
| 20. | An ability to communicate effectively, both orally and in writing, with a range of audiences |  |
| 21. | To be a leader of learning demonstrating, promoting and encouraging outstanding classroom practice |  |
| 22. | Have a good commitment to sustaining regular attendance at work | **E** |
| 23. | A commitment to professional development for self and others. |  |
| 24. | A desire to further develop as a primary leader |  |
| 25. | Ability to support and develop the vision of the school |  |
| 26. | Ability to motivate adults and children |  |

**[F] Personal Qualities**

|  |  |  |
| --- | --- | --- |
|  |  | **Essential/Desirable** |
| 27. | A passion for pupil aspiration |  |
| 28. | Excellent interpersonal skills |  |
| 29. | Be committed to working with a high level of integrity and professionalism |  |
| 30. | Excellent organisational skills and the ability to prioritise tasks, make decisions and manage time effectively  |  |
| 31. | Ability to build and maintain good relationships with colleagues, parents and members of the wider school community |  |
| 32. | The ability to perform effectively under pressure |  |
| 33. | Be aware of their own strengths and areas for development and listen to, and reflect constructively and act upon as appropriate, feedback from others |  |

**[G] Safeguarding**

|  |  |  |
| --- | --- | --- |
|  |  | **Essential/Desirable** |
| 34. | Displays commitment to the protection and safeguarding of children and young people |  |
| 35. | The ability to form and maintain appropriate relationships and personal boundaries with young people |  |
| 36. | Has up to date knowledge and understanding of relevant legislation and guidance in relation to working with and protection of children and young people |  |
| 37. | Will co-operate and work with relevant agencies to protect young people |  |

**[F] Professional Skills**

Each candidate will be expected to demonstrate a knowledge and understanding of working within and towards the National Standards of Excellence for Headteachers 2020 which also form the basis of the Job Description.

Candidates will be expected to show evidence of developing this knowledge and understanding in their current setting as well as an awareness of how this could be applied in xxxx school throughout the appointment process.

**[H] Confidential References and Reports**

|  |  |  |
| --- | --- | --- |
| 38. | Positive recommendation from all referees, including current employer  | **E** |

**[I] Application Form and Supporting Statement**

*The form must be fully completed and legible. The supporting statement should be clear, concise and related to the specific post.*