**Person Specification for the role of Headteacher**

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|  | **Essential** | **Desirable** |
| **Relevant Experience:** | | |
| Record of successful Headteacher, Deputy Headteacher or Assistant Headteacher experience within the primary phase | **x** |  |
| Successful leadership experience in the primary phase in more than one school |  | **x** |
| Experience of managing and / or mentoring staff | **x** |  |
| Excellent classroom practitioner in the primary phrase | **x** |  |
| Experience of raising educational standards | **x** |  |
| Experience of leadership in school development planning, self-evaluation and monitoring | **x** |  |
| Experience of working with parents and the wider community | **x** |  |
| Experience of fulfilling the role of Designated Safeguarding Lead |  | **x** |
| Experience of managing financial budgeting and expenditure in school and securing best value |  | **x** |
| Experience of promoting the professional development of all school staff |  | **x** |
| Experience of recruitment and selection processes |  | **x** |
| Experience in the use of a range of tools and evidence including performance data to support, monitor, evaluate and improve all aspects of school life | **x** |  |
| Experience of working with other professional bodies in the development of teaching and learning |  | **x** |
| **Education and Training:** | | |
| Qualified Teacher Status | **x** |  |
| Evidence of training within the last 5 years including leadership, management skills and other relevant professional development | **x** |  |
| NPQH or equivalent |  | **x** |
| **Knowledge of:** | | |
| All Key Stages within primary education including EYFS | **x** |  |
| A high-quality curriculum that meets the needs of all children | **x** |  |
| SEND and inclusion legislation, including the Code of Practice | **x** |  |
| The principles of effective teaching, learning and assessment for all children | **x** |  |
| The principles of funding within a maintained Primary School |  | **x** |
| The legislation and requirements relating to the safeguarding of children and other legal issues | **x** |  |
| The current Ofsted framework and its influence on school curriculum development | **x** |  |
| **Skills and qualities:** | | |
| Lead with compassion, integrity and clarity, exemplifying the Nolan Principles | **x** |  |
| Manage own workload and that of others to encourage and promote staff wellbeing and allow a work life balance | **x** |  |
| Maintain and expand constructive collaborations with other local schools to share good practice | **x** |  |
| Show resilience, perseverance and optimism in the face of difficulties and challenges | **x** |  |
| Show an understanding of the benefits of working with other agencies for the wellbeing of all pupils | **x** |  |
| Proven inspirational leadership and management skills | **x** |  |
| The use of appraisal in promoting and sustaining whole school improvement |  | **x** |
| Effective communication appropriate to the audience within a school community | **x** |  |
| Promotion and development of distributed leadership | **x** |  |
| Expertise in performance data to support school improvement | **x** |  |
| Live by the ethos and values of our school | **x** |  |
| **Commitments** | | |
| To further develop the schools existing inclusive culture and ethos | **x** |  |
| To working with other schools, educational partners, including the voluntary sector and agencies within the wider diverse community | **x** |  |
| To provide the vision to inspire, challenge and motivate the whole school | **x** |  |
| To understand and support Stockport Council’s Equality and Diversity Statement | **x** |  |
| To meet Stockport Council’s standard of  Attendance | **x** |  |