

**Beckingham Primary School Person Specification-Head teacher**

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 application, references and interview activities to guide the selection panel in appointing a candidate who is personally and professionally suited to successfully filling this particular post.

**A** = application form/ letter: **I** = interview process: **R** = reference

**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**  |
| 1. **QUALIFICATIONS**
 |
| Qualified Teacher Status | **E** | A |
| NPQH | **D** | A |
| Recent CPD relevant to the post | **E** | A |
| Other professional qualifications | **D** | A |
| 1. **EXPERIENCE**
 |
| Substantial successful teaching experience in the primary phase | **E** | A/R |
| Substantial experience in one school (or more) | **D** | A |
| Substantial successful senior leadership experience in primary phase schools | **E** | A/R |
| 1. Experience of appraising the work of others
 | **D** | A/I |
| 1. Experience of working with governors
 | **D** | A |
| **PROFESSIONAL KNOWLEDGE & UNDERSTANDING**  |
| 1. Up to date knowledge of the primary and early years curriculum
2. Experience of leading one or more subject in school
3. Wide knowledge of effective teaching methods and strategies
4. Up to date knowledge of assessment and tracking
5. Understanding of school improvement strategies
6. Knowledge of current educational legislation and initiatives
7. Knowledge of equal opportunities and commitment to their pursuit
 | **E****E****E****E****E****E****E** | A/R/I |
| **PROFESSIONAL COMPETENCIES**  |
| **12**. The ability to think strategically, lead and manage change efficiently and plan for the future.**13.** The ability to establish appropriate priorities for spending and effectively manage and monitor the school budget**14.** A commitment to setting high expectations and the ability to challenge underperformance.**15.**A commitment to ensuring inclusion, addressing diversity and access**16.**The ability to motivate members of staff with different skills and experience and to delegate appropriately**17.** Good communication skills: - * the ability to present orally with clarity and authority
* the ability to write effectively

**18.** The ability to establish and maintain effective relationships with parents, carers and other agencies or individuals with a connection to the school**19**.The ability to collaborate and network with others beyond the school to build and maintain a learning community.  | **E****D****D****E****E****E****E****E****E****E** | A/R/I |
| **20.SAFEGUARDING**  |
| Evidence of up-to-date safeguarding training  | **E** | A |
| Knowledge of the headteacher’s responsibilities in managing safeguarding matters | **E** | I |
| An understanding of the school’s role in keeping pupils and staff safe | **E** | A/I |
| An enhanced DBS check (if not already employed by the local authority) | **E** | Post Appointment |
| **21.PERSONAL ATTRIBUTES**  |
| To be adaptable and resilientTo be efficient and able to complete tasks on timeTo be able to create effective working relationships with all staff, governors and parents/carers | **E****E****E** | I |
| **REFERENCES** |
| The candidate will have appropriate references recommending for the post | **E** | R |
|  **SPECIFIC REQUIREMENTS (**Eg: Small school / Large school / special characteristics) |
| **22.**To uphold and model the values of the school ie THRIVES | **E** | I |
| **23.**A willingness to maintain and build relationships within the wider community | **E** | A/I |
| **24.** To maintain and develop the school’s marketing profile, reputation, and use of social media | **E** | A/I |