

Headteacher Person Specification

| Qualifications | Essential | Desirable |
|---|------------------|------------------|
| Qualified teacher status (QTS) | ✓ | |
| NPQH | | ✓ |
| Evidence of commitment to further professional training | ✓ | |
| Current safer recruitment training | | ✓ |
| Current Child Protection qualification | | ✓ |
| Experience | Essential | Desirable |
| Extensive teaching and leadership and management experience within the primary stage of education with knowledge of all key stages, including foundation stage. | ✓ | |
| Experience of leading a primary school | | ✓ |
| Experience of communicating effectively, both orally and in writing, to a wide variety of audiences and in a variety of settings | ✓ | |
| Experience of developing a school curriculum demonstrating progression of skills in each subject and clear intent, implementation, and impact | ✓ | |
| Experience of establishing and sustaining a high standard of behaviour for all children. | ✓ | |
| Knowledge, skills and understanding | Essential | Desirable |
| Commitment to inclusion, meeting the needs of all children, including the vulnerable, those with special needs/disabilities and potential high achievers. | ✓ | |
| Demonstrates the vital importance of children's mental health and personal development. | ✓ | |
| Ability to support, maintain and develop the ethos of the school. | ✓ | |

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| Knowledge and experience of effective school evaluation and strategic planning to bring about sustained school development. | ✓ | |
| Skills to evaluate and improve learning through outstanding teaching and the support of children. | ✓ | |
| The ability to motivate and enable all staff to carry out their roles to the highest standard through both performance management and continuing professional development. | ✓ | |
| An up-to-date knowledge and understanding of current legislation and guidance in relation to safeguarding. | ✓ | |
| Effective management of own workload and support for all staff to achieve appropriate work-life balance. | ✓ | |
| Commitment to working transparently with the Governing Body. | ✓ | |
| Ability to manage financial and human resources effectively to achieve the school's priorities, improve the quality of education for all pupils and provide value for money. | ✓ | |
| Plans effectively, prioritises, sets targets and delivers in a timely manner. | ✓ | |
| Ability to motivate and encourage the children to achieve 'beyond expectation'. | ✓ | |
| The ability to build effective relationships with all members of the school community, leading by example and coaching others to bring about improvement. | ✓ | |
| Qualities | Essential | Desirable |
| The ability to inspire trust and commitment from the whole school community. | ✓ | |
| A commitment to continuing professional development. | ✓ | |
| Positive attitude towards your own wellbeing and that of the school community. | ✓ | |
| Is approachable and is a good listener. | ✓ | |
| Can remain calm in times of pressure and stress. | ✓ | |