**Headteacher Person Specification**

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| **Qualification, knowledge and experience**​ | **Essential/ desirable**​ | **Application form**​ | **Assessment Stage**​ |
| Degree and Qualified Teacher Status ​ | E​ | Y​ | Y​ |
| National professional qualification for headship (NPQH) ​ | D​ | Y​ |  ​ |
| Experience of working with/ teaching in Early Years Foundation Stage/ KS1/ KS2 pupils and staff​ | E​ | Y​ | Y​ |
| Recent successful leadership experience as a Headteacher, Deputy headteacher, Assistant headteacher or School Improvement Lead ​ | E​ | Y​ | Y​ |
| Thorough understanding and experience of Child Protection and Safeguarding and commitment to safeguarding as part of the duty of care ​ | E​ |  ​ | Y​ |
| Experience of leading safeguarding in a school ​ | D​ | Y​ | Y​ |
| **School Culture**​ |
| Ability to articulate a clear vision for the future and provide strategic direction for staff, pupils and the community ​ | E​ | Y​ | Y​ |
| Proven record of inspiring, enabling and motivating others, promoting positive and respectful relationships across the school ​ | E​ |  ​ | Y​ |
| Ensures a culture of high staff professionalism, holds others to account ​ | E​ |  ​ | Y​ |
| Upholds ambitious educational standards for all pupils ​ | E​ |  ​ | Y​ |
| Demonstrates commitment to principles of diversity, inclusion and equality ​ | E​ | Y​ | Y |
| Teaching, curriculum & assessment​ ​ |
| Clear understanding of the curriculum and how to ensure this can be effectively accessed by all​ | E​ |  ​ | Y​ |
| Reviews and monitors progress against agreed, measurable targets​ | E​ |  ​ | Y​ |
| Absolute commitment to inclusion and to ambitious expectations for all pupils including those with SEND and higher attainers​ | E​ | Y​ | Y​ |
| Knowledge and experience of working with children with SEND across the primary phases​ | E​ | Y​ | Y​ |
| Able to understand the needs of children with challenging behaviours and develop strategies to successfully manage this​ | E​ |  ​ | Y​ |
| Experience of deploying and managing staff to deliver effective outcomes​ | D​ |  ​ | Y​ |
| Professional development​ |
| Evidence of formal and/ or informal professional career development for the role of Headteacher​ | E​ | Y​ |  ​ |
| Has successfully undertaken approved safer recruitment training​ | D​ | Y​ |  ​ |
| Commitment to prioritising the continued professional development of all staff (including themselves) in the best interests of the individual, the team and the school​ | D​ | Y​ | Y​ |
| Successful track record of developing staff through effective performance management​ | D​ |  ​ | Y​ |
| Organisational management/ continuous school improvement​ |
| Have had active involvement in effective school self evaluation and development planning​ | D​ | Y​ | Y​ |
| Have had responsibility for whole school policy development and implementation​ | D​ |  ​ | Y​ |
| Experience of leading change effectively and successfully​ | D​ |  ​ | Y​ |
| Clear commitment to promoting health and safety and the wellbeing of children and staff​ | E​ |  ​ | Y |
| Working in partnership/ Governance & accountability​ |
| Experience of working with stakeholders including governors, school improvement partners, other schools and organisations to improve outcomes for pupils​ | E​ | Y​ | Y​ |
| Understands and welcomes the role of effective governance, upholds their obligation to give account and accept responsibility​ | E​ |  ​ | Y​ |
| Experience of and contributing to a successful governing body.​ | D​ |  ​ | Y​ |
| Experience of managing school finances effectively, understanding their contribution to school development and pupil outcomes​ | E​ |  ​ | Y​ |
| Personal Qualities/ Ethics and professional conduct​ |
| Passion for education, coupled with ability and enthusiasm to see every child fulfil their potential​ | E​ |  ​ | Y​ |
| Excellent communication skills, including written communication. Ability to tailor message to different audiences.​ | E​ |  ​ | Y​ |
| Visible and approachable, empathetic and enjoys engaging and inspiring children and others​ | E​ |  ​ | Y​ |
| Adaptable leadership style, ‘hands on’ when required, balanced with knowing when to delegate​ | E​ |  ​ | Y​ |
| Capacity for sustained hard work with energy and enthusiasm​ | E​ |  ​ | Y​ |
| Shows resilience and calmness in the face of criticism​ | E​ |  ​ | Y​ |
| Demonstrates consistently high standards of principled and professional conduct both within and outside school, upholding the Seven Principles of Public Life at all times​ | E​ |  ​ | Y​ |
| Upholds fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs​ | E​ |  ​ | Y |