**Person Specification for Headteacher at Longshaw Community Infant 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**

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

**[B] Professional Development**

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| --- | --- |
|  | **Essential/Desirable** |
| Evidence of recent and appropriate professional development for the role of Headteacher | E |
| Evidence of recent leadership and management professional development | E |
| Up to date safeguarding training and knowledge of legislation for the protection of young people  | E |
| Relevant Early Years training or professional development | D |

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

|  | **Essential/Desirable** |
| --- | --- |
| Successful leadership as a Headteacher | D |
| Successful leadership as a deputy Headteacher or assistant Headteacher | E |
| Substantial and current experience as a senior teacher in a primary/ infant/ nursery school | E |
| Evidence of successfully leading school improvement  | E |
| Evidence of the application of strategies to review, evaluate and improve teaching and learning | E |
| Experience of curriculum leadership and development | E |
| Experience of working constructively with parents | E |
| Experience of monitoring staff performance | E |
| A clear understanding of effective budget management and financial analysis | D |
| The ability to provide work effectively with the Governing Body to enable it to meets its responsibilities | E |
| An understanding of strategic financial planning in relation to its contribution to school improvement and pupil achievement | E |
| To have had experience of guiding, coaching, mentoring or training individuals to improve their practice | E |
| Maintains good awareness of current and evolving national education policy and strategy | E |

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

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|  | **Essential/Desirable** |
| Successful teaching of pupils 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 |
| A sound understanding of how children learn, how teachers can best teach and how to raise achievement for all pupils | E |
| A commitment to providing a rich and broad curriculum which enables children to be the best version of themselves that they can be | E |

**[E] Professional Attributes**

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|  | **Essential/Desirable** |
| Strong behavioural 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 sustained attendance at work | E |
| To have good judgement; able to assess and balance risks and opportunities | E |
| A desire to engage and work collaboratively with parents and carers  | E |
| The ability to plan and prioritise and organise self and others | E |
| The ability to work collaboratively with partner schools  | E |

**[F] Personal Qualities**

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| --- | --- |
|  | **Essential/Desirable** |
| A passion for achieving the very best outcomes for all children | E |
| A clear vision for an innovative, progressive and forward thinking school | E |
| The ability to communicate the clear vision for the school to all stakeholders | E |
| The capacity to provide inspirational, enthusiastic and innovative educational leadership | E |
| A caring and considerate attitude towards children, which values each child's potential and recognises each child as an individual | E |
| Flexibility, initiative and drive to maintain a positive attitude in the face of a challenging and demanding job | E |
| An ability to establish and model 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 inspire confidence | E |
| Excellent interpersonal skills | E |
| The ability to perform effectively under pressure | E |
| The ability to build, create and then communicate a clear vision for the school | E |
| The ability to think analytically and creatively and demonstrate initiative in solving problems | E |
| Be aware of their own strengths and areas for development and listen to, and reflect constructively and act upon as appropriate, feedback from others | E |
| A commitment to recognise and challenge barriers which impact on their lives and education | E |

**[G] Safeguarding**

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| --- | --- |
|  | **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 National Standards of Excellence for Headteachers 2020 which also forms 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 School.

**[I] Confidential References and Reports**

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| --- | --- |
| Positive recommendation from all referees, including current employer and Local Authority and/or CEO | 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. (No more than 1,200 words). Please do not submit a CV.*