



Person Specification/Selection Criteria for the post of Headteacher

Position:	Head Teacher
Pay Range:	L18 – L24
Responsible to:	The School's Governing Body

Listed below are the **personal attributes** required to fulfil the duties listed in the Job Description

Key: A – Application Form I – Interview CC – Checking Certificates

Note: Candidates failing to meet any of the essential criteria will not be shortlisted for the next stage of the recruitment process

(A) Qualifications

	Essential	Desirable	Assessment
Qualified teacher status	E		A, CC
Degree or equivalent qualification	E		A, CC

(B) Professional Development

	Essential	Desirable	
Evidence of appropriate professional development for the role of headteacher	E		A, I
Has successfully undertaken child protection training	E		A
Has successfully undertaken appropriate training for the role of Designated Safeguarding Lead or has a commitment to do so	E		A, I
Has successfully undertaken the Secretary of State's Safer Recruitment Training or has a commitment to do so before taking up post or within twelve months of taking up post	E		A, I, CC

(C) School leadership and management experience

	Essential	Desirable	
Recent and successful leadership as a Headteacher, Deputy Headteacher, Head of School or Assistant Headteacher.	E		A, I
Ability to articulate a clear vision for the school and its future development	E		A, I
Aptitude to think strategically and plan for educational improvement	E		A, I
Involvement in school self-evaluation and development planning	E		A, I
Experience of curriculum leadership and development	E		A, I
Proven experience of reviewing, evaluating and leading improvements in teaching and learning to raise standards which have positively impacted on outcomes for all children including those with SEND	E		A, I
Have an awareness of the financial management of a school	E		A, I
Have an awareness of the need for accountability and of the systems which support it	E		
Knowledge and understanding of strategic financial planning and budgetary management in relation to their contribution to school improvement and pupil achievement		D	A, I

Had responsibility for policy development and implementation	E		A, I
Have an up to date knowledge and understanding of key legislation particularly in relation to working with and protection of children	E		A, I
Demonstrate a good awareness of current national and local educational policy and strategy	E		A, I
Experience of and ability to contribute to staff development across the primary range (e.g. coaching, mentoring, INSET for staff)	E		A, I
Understand how to work effectively with a Governing Body	E		A, I
The ability to provide advice and support to the Governing Board to enable it to meet its responsibilities		D	A, I
Demonstrate a clear understanding and rationale for behaviour management and a proven track record of the effective implementation of a range of behaviour management strategies	E		A, I
Knowledge and understanding of the restorative justice approach and attachment and trauma informed practice	E		A, I
Experience of working with and engaging positively with parents to promote the caring family/community culture and ethos of the school	E		A, I

(D) Experience and knowledge of teaching

	Essential	Desirable	
Successful experience of teaching in a Primary school	E		A, I
Significant teaching experience within the relevant in the Primary phases	E		A, I
A current knowledge and understanding of all key stages represented in the school.	E		A, I
Experience of providing professional challenge and support to others through the Performance Management Process	E		A, I
Experienced in the effective use of assessment information to improve pupil learning and competence in tracking progress and attainment within accountability systems to monitor and raise standards	E		A, I
Exemplify how the needs of all pupils, including vulnerable groups, have been met through high quality teaching	E		A, I
Experience of contributing to the development and implementation of statutory policies and procedures	E		A, I,

(E) Professional attributes

	Essential	Desirable	
Excellent written and oral communication skills (which will be assessed at all stages of the process)	E		A, I
Ability to develop effective relationships with staff	E		A
A working knowledge of a variety of digital platforms and systems for both management and communication		D	A, I
Be a leader of learning, demonstrating, promoting and encouraging outstanding classroom practice	E		A, I
A willingness to engage with all stakeholders	E		A, I
Show a good commitment to sustained attendance at work	E		Reference

(F) Professional skills based on the Headteachers' Standards 2020

The Headteacher is expected to have a good knowledge of the Headteachers' Standards 2020 upon which the job description is based and be willing to work towards the achievement of these standards. In addition, the Headteacher will be expected to work with the governors to set annual personal objectives within the framework of these standards:

1. School Culture
2. Teaching
3. Curriculum and Assessment
4. Behaviour
5. Additional and Special Educational Needs and Disabilities
6. Professional Development
7. Organisational Management
8. Continuous School Improvement
9. Working in Partnership
10. Governance and Accountability

The supporting statement for this application should exemplify the applicants' current knowledge of the ten standards listed above upon which the Person Specification is based. There is no expectation that a prospective headteacher will have fully attained all these standards.

(G) Ethics and Professional Conduct

All the following are essential for the post and will be assessed throughout the process.

Headteachers are expected to demonstrate consistently high standards of principled and professional conduct. They are expected to meet the teachers' standards and be responsible for providing the conditions in which teachers can fulfil them.

Headteachers uphold and demonstrate the [Seven Principles of Public Life](#) at all times. Known as the Nolan principles, these form the basis of the ethical standards expected of public office holders:

Selflessness, integrity, objectivity, accountability, openness, honesty and leadership.

Headteachers uphold public trust in school leadership and maintain high standards of ethics and behaviour. Both within and outside school, headteachers:

- build relationships rooted in mutual respect, and at all times observe proper boundaries appropriate to their professional position
- show tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain
- uphold fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensure that personal beliefs are not expressed in ways which exploit their position, pupils' vulnerability or might lead pupils to break the law

As leaders of their school community and profession, headteachers:

- serve in the best interests of the school's pupils
- conduct themselves in a manner compatible with their influential position in society by behaving ethically, fulfilling their professional responsibilities and modelling the behaviour of a good citizen
- uphold their obligation to give account and accept responsibility
- know, understand, and act within the statutory frameworks which set out their professional duties and responsibilities
- take responsibility for their own continued professional development, engaging critically with educational research
- make a positive contribution to the wider education system

(H) Confidential references and reports

Positive and supportive references are required from:

1. The applicant's present school or current employer;
2. Another professional. Where the applicant is not currently employed working with children, this must be the most recent school or college employer. Local agreements may prescribe that the second professional reference is provided by a SIP or local authority adviser whenever possible.

The governors reserve the right in exceptional cases to seek additional references from other former employers where this seems appropriate.

Final confirmation of the appointment is subject to satisfactory reports on health and attendance which will be requested only after the offer of appointment has been made.

(I) Application form and supporting statement

The most up to date application form provided by the school and must be fully completed and legible. The supporting statement should be **no more than 2 A4 pages (font size 11 minimum)** and should be clear, concise and related to the post and setting applied for, paying attention to Section F and G above.

School follows safe recruitment practices to protect children. The aim of these practices is to ensure, as far as is possible, that anyone, paid or voluntary, who seeks to work in this school is safe to do so.