

ROCHDALE BOROUGH COUNCIL PERSON SPECIFICATION

Post: Headteacher

Group Size: L18-L24

Note to Applicants:

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

The **Essential Criteria** are the qualifications, experience, skills or knowledge you **MUST SHOW YOU HAVE** to be considered for the job.

The **Desirable Criteria** are used to help decide between candidates who meet **ALL** the Essential Criteria.

The **Assessment** column shows how the panel will obtain the necessary information about you.

If the **Assessment** column says the **Application Form** next to an **Essential Criteria** or a **Desirable Criteria**, you **MUST** include in your application enough information to show **how** you meet these criteria. You should include examples from your paid or voluntary work.

AF - application form

I – Interview

CC – Checking of Certificates

A - Assessment

	SELECTION CRITERIA	Assessment	Essential	Desirable
	1. Training, Qualifications and Experience			
1.1	Qualified Teacher Status.	AF/CC	X	
1.2	NPQ or relevant postgraduate qualification or working towards NPQ or select from below: <ul style="list-style-type: none"> • National Professional Qualification for Senior Leadership (NPQSL) – for school leaders who are, or are aspiring to be, a senior leader with cross-school responsibilities. • National Professional Qualification for Headship (NPQH) – for school leaders who are, or are aspiring to be, a headteacher or head of school with responsibility for leading a school. • National Professional Qualification for Executive Leadership (NPQEL) – for school leaders who are, or are aspiring to be, an executive headteacher or have a school trust CEO role with responsibility for leading several schools. 	AF/CC		X
1.3	Evidence of relevant continuing professional development.	AF/I/A	X	
1.4	Successful leadership and management experience as Headteacher/Executive Headteacher, Acting Headteacher, Head of School, Deputy Headteacher or Assistant Headteacher from within a similar context.	AF/I/A	X	
1.5	Experience of working in more than one school or educational setting with management responsibilities.	AF/I/A		X
1.6	Substantial successful teaching experience within the primary age range.	AF	X	
1.7	Significant and successful experience of School Improvement.	AF/I/A	X	
1.8	Track record of leading change effectively.	AF/I/A	X	
1.9	Track record of using effective strategies for monitoring and evaluating the quality of teaching and pupil achievement, and meeting the educational needs of all pupils at the school.	AF/I/A	X	
1.10	Track record of using successful strategies for inclusion, community cohesion and the promotion of equal opportunities.	AF/I/A	X	
1.11	Experience of effective school development/action planning/monitoring and evaluation processes.	AF/I/A	X	

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	SELECTION CRITERIA	Assessment	Essential	Desirable
1.12	Experience of implementing legislation affecting pupils with Additional Educational Needs, Special Educational Needs and/or Disability	AF//A	X	
1.13	Evidence of the ability to use assessment and data to set challenging targets for improvements.	AF//A	X	
1.14	Up to date safeguarding training and knowledge of legislation for the protection of young people with responsibility as DSL or DDSL.	AF//A	X	
1.15	Experience of and a commitment to, being proactive in creating partnerships with other schools, community groups and agencies to improve opportunities for children.	AF//A	X	
1.16	Experience of strategies to develop pupils' personal development, behaviour and wellbeing.	AF//A	X	
1.17	Experience in effectively managing financial resources and a delegated budget.	AF//A	X	
1.18	Experience in planning, reviewing and evaluating resources effectively.	AF//A	X	
1.19	Ability to plan, set objectives and priorities and monitor progress at an operational level.	AF//A	X	
1.20	The requirement to work in accordance with the Headteacher standards.	AF//A	X	
	2. Skills and Knowledge			
2.1	Ability to enable and empower governors to fulfil their roles and responsibilities.	AF//A	X	
2.2	Ability to motivate and support all staff including development of leadership at all levels.	AF//A	X	
2.3	To inspire and lead a team effectively, delegate appropriately and manage the performance of individual staff members	AF//A	X	
2.4	Ability to develop high quality staff in line with the School Improvement priorities.	AF//A	X	
2.5	Ability to articulate a clear personal philosophy for education.	AF//A	X	
2.6	An ability to lead the school with a clear vision, direction and aspirations.	AF//A	X	
2.7	A proven ability to establish and sustain excellent relationships with parents, pupils, governors, staff, and the wider community.	AF//A	X	
2.8	The ability to ensure agreed actions are implemented, promoting and maintaining high positive standards, monitoring progress and accountability for achievement of pupil outcomes	AF//A	X	
2.9	The ability to develop the personality of the whole child including spiritual, moral, social, cultural and academic aspects of development	AF//A	X	
2.10	Commitment to maintain and strengthen the positive ethos and holistic nature of the school.	AF//A	X	
2.11	Knowledge and understanding of the primary National Curriculum, Early Years Foundation Stage and the engagement model and assessments of these.	AF//A	X	
2.12	An up to date understanding of national education policy, educational developments and the statutory and legal framework in which a school operates	AF//A	X	
2.13	Commitment to engaging and promoting the extended provision within the school, the local community and other agencies.	AF//A	X	
2.14	Ability to empathise and engage with the cultural and contextual needs of the local community.	AF//A	X	
2.15	Ability to communicate clearly with a wide range of people using a variety of media.	AF//A	X	
2.16	Knowledge and empathy of issues related to pre-school, secondary and special education.	AF//A	X	

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3. Special Working Conditions				
3.1	Participate and support a range of out of school activities.	AF//A	X	
3.2	The ability to converse at ease with customers and service users and provide advice in accurate spoken English.	AF//A	X	
3.3	Demonstrate an understanding of and commitment to being a Right's Respecting School.	AF//A	X	
4. Personal Qualities				
4.1	Flexible leadership style, hands on when required and knowing when to delegate	AF//A	X	
4.2	Leads by example, with integrity and resilience, showing compassion when dealing with issues	AF//A	X	
4.3	Ability to foster an open, transparent and equitable attitude and deal effectively with difficult conversations and conflict at every level	AF//A	X	
4.4	Actively promotes a school that is inclusive of all children and celebrates children's uniqueness	AF//A	X	