

## Person Specification/ Selection Criteria for Headteacher

***The applicant will be required to safeguard and promote the welfare of children and young people.***

**Note: Candidates failing to meet any of the essential criteria will automatically be excluded**  
(Source key: A = Application, I = Interview)

### [A] Qualifications

Qualification requirements	Essential	Desirable	Source
Qualified teacher status	E		A
Degree or equivalent	E		A
NPQH (or working towards)		D	A
Coaching Qualification		D	A
Safeguarding lead DSL	E		A

### [B] Professional Development

Evidence of regular, recent and appropriate professional development for the role of headteacher and career to date	E		A
Has successfully undertaken the Secretary of State's (NCSL, CWDC or local authority) approved "safer recruitment" training or has a commitment to do so within 12 months of taking up post	E		A
Has successfully undertaken appropriate Child Protection training/ Designated Senior Person training	E		A

### [C] School leadership and management experience

Successful leadership and management experience in a senior leadership role within a school.	E		A
Recent successful leadership as a Headteacher, interim Headteacher or Deputy/Assistant Headteacher	E		A
Evidence for using inclusion and understanding the impact of disadvantaged and SEN learners.	E		A+I
Understanding of a trauma informed approach.		D	A+I
Evidence of successful implementation of strategies to improve teaching and learning to raise the standards of achievement for all pupils across at least two key stages.	E		A+I
An active involvement in financial management of a primary school.		D	A
Knowledge and understanding of strategic financial planning and budgetary management in relation to their contribution to school improvement and pupil achievement	E		A
To have had responsibility for policy development and implementation	E		A
Evidence of involvement in school self-evaluation and development planning across all sectors of the school.	E		A+I

Evidence of working with parents and the community as partners in learning.	<b>E</b>		<b>A+I</b>
Experience of working in collaboration with other schools to realise improvement and raise standards.	<b>E</b>		<b>A</b>
Experience of working effectively and in partnership with Governors in an open and honest manner.		<b>D</b>	<b>A+I</b>
Commitment to safeguarding and equality, ensuring that personal beliefs are not expressed in ways that exploit the position	<b>E</b>		<b>A</b>
Values and promotes inclusion and has the skills to lead an inclusive and diverse school community while removing barriers to learning.	<b>E</b>		<b>A+I</b>
Evidence of using adaptive leadership styles to get the best out of each member of staff	<b>E</b>		<b>A+I</b>

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

Experience of teaching in more than two schools		<b>D</b>	<b>A</b>
Significant, successful teaching experience within the primary phase	<b>E</b>		<b>A</b>
To have a working and current knowledge and understanding of at least 2 Key Stages in the primary phase	<b>E</b>		<b>A</b>
To be able to effectively use data, assessment and target setting to raise standards/address weaknesses	<b>E</b>		<b>A+I</b>
To be able to exemplify how the needs of all pupils have been met through the highest quality teaching and learning	<b>E</b>		<b>A</b>
Data analysis skills, and the ability to use data to set targets and identify weaknesses.	<b>E</b>		<b>I</b>
Understanding of high-quality teaching based on evidence, and the ability to model this for others and support others to improve.	<b>E</b>		<b>I</b>
Ability to communicate a vision and inspire others.	<b>E</b>		<b>I</b>
Experience in leading and developing colleagues and effective teams.	<b>E</b>		<b>A</b>
Evidence of working in partnership with teaching staff ensuring their wellbeing is catered for.	<b>E</b>		<b>I</b>
Ability to build effective working relationships.	<b>E</b>		<b>I</b>
An adaptable leadership style which encourages leadership from others and celebrates success.	<b>E</b>		<b>I</b>
Clarity of vision with the ability to communicate it in a compelling and engaging way.	<b>E</b>		<b>I</b>

## [E] Professional Attributes

Demonstrate an understanding, awareness and empathy for the needs of the pupils at Crompton Primary and how these could be met	<b>E</b>		<b>I</b>
Able to demonstrate a clear rationale for behaviour management and a proven track record of the effective implementation of a range of behaviour management strategies	<b>E</b>		<b>A</b>
Excellent written and verbal communication skills (which will be assessed at all stages of the process)	<b>E</b>		<b>A+I</b>
To be an inspiring leader of learning demonstrating, promoting and encouraging outstanding classroom practice	<b>E</b>		<b>A+I</b>
Show a commitment to advancing equality and inclusion within the school and wider community	<b>E</b>		<b>A+I</b>
Effective communication and interpersonal skills	<b>E</b>		<b>A+I</b>

## [F] Professional Skills

(Based on the National Head Teacher Standards 2020).

The headteacher is expected to address the National Headteacher Standards (2020).

## [G] Personal Qualities

The personal qualities we are looking for are a person who can provide a safe, calm and welcoming environment, consistent with the School's vision, for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school understand our children not only need academic qualifications, but emotional literacy to help them lead well rounded and full lives long after leaving school.

All of the following personal qualities are considered to be essential for this post and will be assessed through interview tasks and reference.

Commitment to uphold the 7 principles of public life (the <a href="#">Nolan principles</a> ) at all times.
A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school.
Inspire, challenge, motivate and empower teams and individuals to achieve high goals
Be a positive role model at all times, a highly effective and respected representative of <b>School</b>
Ability to work under pressure and prioritise effectively.
Commitment to maintaining confidentiality at all times.
Evidence of the ability to develop excellent relationships with staff, members of the local community, parents and pupils.
Understand the importance of excellent standards of pastoral care
Demonstrate personal and professional integrity, including modelling values and vision
Inspire trust and confidence across the school and community
Prioritise, plan and organise themselves and others
Be aware of their own strengths and areas for development and listen to, and reflect constructively and act upon as appropriate, feedback from others

## [H] Confidential References and Reports

Positive recommendation from all referees, including current employer	E
A supportive reference from the Local Authority, if possible, or a further supportive professional reference	E

## [I] 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, following the guidance outlined in section F above.*

*The supporting statement to be no more than 3 sides of A4, Arial point 11.*

*An enhanced DBS check is required for the successful applicant. Job offer subject to satisfactory references.*

**Candidates are asked to structure their Supporting Statement to ensure they meet all the required aspects of the person specification.**

Please email all applications to [info@crompton.oldham.sch.uk](mailto:info@crompton.oldham.sch.uk) for the attention of Lucy Dowd.

Closing date: Midday Wednesday 8th February 12pm.

Interview: Monday 6th & Tuesday 7th March.

<b>Safeguarding</b> Displays a commitment to the protection and safeguarding of children and young people Has up-to-date knowledge and understanding of relevant legislation and guidance in relation to working with, and the protection of, children and young people	<b>A+I</b>
<b>Promoting Equality and Diversity</b> Understand how knowledge of our diverse communities can help us to deliver effective services and reduce disadvantage in the borough. Listen to contributions made to service development without prejudice. Challenge behaviours and processes which do not support the council's work to eliminate discrimination; advance equality of opportunity; and foster good relations, while being prepared to accept feedback about own behaviour.  <b>Customer Care</b> Listen and respond to children/young people needs, seek out innovative ways of consulting and engaging them. Network with others to develop services for the benefit of the children/young people  <b>Developing Self and Others</b> Coach and mentor others. Be willing to share learning and encourage others to do the same. Listen to others and respond to their needs. Apply a range of development activities to develop and train staff. Endorse the principles of Investor in People. Strives for improvement and take responsibility for own development. Be self-confident and lead by example	<b>A</b>  <b>I</b>  <b>A+I</b>