

## Person Specification for Ellergreen Nursery School and Childcare Centre

<i>New Headteacher Job Description</i>	
<b>Position:</b>	<b>Headteacher</b>
<b>Pay Range:</b>	<b>L12 – L18</b>
<b>Responsible to:</b>	<b>Governing Body and the Local Authority</b>

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**.

**Key: A = Application      I = Interview      CC = Certificate Check**

<b>(A) Qualifications</b>	<b>Essential / Desirable</b>	<b>Assessment</b>
Qualified teacher status	<b>E</b>	<b>A, CC</b>
Degree or equivalent qualification	<b>E</b>	<b>A, CC</b>

<b>(B) Professional Development</b>	<b>Essential / Desirable</b>	<b>Assessment</b>
Evidence of recent and appropriate professional development for the role of headteacher.	<b>D</b>	<b>A, I</b>
Has successfully undertaken child protection training and demonstrates essential knowledge of legislation for the protection of young people	<b>E</b>	<b>A, I</b>
Has successfully undertaken appropriate training for the role of Designated Safeguarding Lead or has a commitment to do so.	<b>E</b>	<b>A, CC</b>
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.	<b>E</b>	<b>A</b>

<b>(C) School leadership and management experience</b>	<b>Essential / Desirable</b>	<b>Assessment</b>
Recent significant and successful leadership as a Headteacher, Deputy Headteacher or Early Years Lead on the Senior Leadership Team.	<b>E</b>	<b>A, I</b>
Shows an understanding of the school's vision and key priorities	<b>E</b>	<b>A, I</b>
Evidence of involvement in school self-evaluation and strategic development planning	<b>E</b>	<b>A, I</b>
Experience of monitoring staff performance and providing professional challenge and support through Performance Management	<b>D</b>	<b>A, I</b>
Evidence of successfully taking a lead role in whole school improvement including, curriculum development, implementation and evaluation of impact	<b>E</b>	<b>A, I</b>
Proven experience of monitoring and evaluating teaching and learning to raise standards in order to positively impact on outcomes for all children including those with SEND	<b>E</b>	<b>A, I</b>

Understanding and knowledge of strategic financial and budget management	D	A, I
Experience of leading on the development, implementation, monitoring and evaluation of statutory policies and procedures	E	A, I
Demonstrate up-to-date knowledge and understanding of key legislation in relation to working with and protection of children	E	A, I
Experience of leading effective staff development and provide evidence of impact	E	A, I
Evidence of working effectively with a Governing Body providing advice and support to enable it to meet its responsibilities	D	A, I
Proven track record of meeting the needs of SENDS children through effectively implementing bespoke individual plans	E	A, I
Evidence of working with and engaging positively with families to ensure they are supported to meet the needs of their child/ren	E	A, I

(D) Experience and knowledge of teaching	Essential / Desirable	Assessment
Proven track record of being an experienced Early Years teacher and have a good knowledge of the EYFS statutory requirements	E	A, I
Clear knowledge of how to develop an outstanding indoor and outdoor learning environment in which all children access high quality learning experiences.	E	A, I
Effectively analyse pupil data and identify appropriate actions to raise standards/address weaknesses	E	A, I
Experience of leading on the development, implementation and evaluation of an inclusive and aspirational curriculum	E	A, I

(E) Professional and personal attributes	Essential / Desirable	Assessment
A passion for achieving the very best Early Years education for all children	E	A, I
An ability to communicate effectively, both orally and in writing, to a range of audiences	E	A, I
The capacity to provide inspirational, enthusiastic and innovative educational leadership and inspire confidence	E	A, I
Flexibility, initiative and personal responsibility to maintain a positive attitude in the face of a challenging and demanding job	E	A, I
Commitment to the mental health and wellbeing of staff, pupils and their families	E	A, I
Be a leader of learning, demonstrating, promoting and encouraging outstanding Early Years practice	E	A, I
An ability to establish effective working relationships with a wide and diverse range of people including pupils, parents, governors, colleagues, other professionals and wider community	E	A, I