

ROCHDALE BOROUGH COUNCIL PERSON SPECIFICATION

Post: Headteacher – Falinge Park High School

Group Size 7: ISR 33-39

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
	Commitment to achieving the very best for all children	AF/I/A		
	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, Acting Headteacher or Deputy Headteacher from within a similar context.	AF/I/A	X	
	Experience of working multi-cultural school	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 and successful teaching experience within the secondary range.	AF/I/A	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 and impact of the curriculum 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 in a multi-cultural school	AF/I/A	X	

POST: Headteacher – Falinge Park High School

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1.11	Experience of effective school development/action planning/monitoring and evaluation processes.	AF/I/A	X	
1.12	Experience of working within legislation affecting pupils with Additional Educational Needs.	AF/I/A	X	
1.13	Evidence of the ability to use data to set challenging targets for improvements and benchmark success.	AF/I/A	X	
1.14	Up to date safeguarding training and knowledge of legislation for the protection of young people.	AF/I/A	X	
1.15	Experience of and a commitment to, being proactive in engaging with partnerships with other schools, community groups and agencies to improve opportunities for children.	AF/I/A	X	
1.16	Experience of strategies to develop pupils' personal development, behaviour and wellbeing.	AF/I/A	X	
1.17	Experience in effectively managing financial resources and a delegated budget.	AF/I/A	X	
1.18	Experience in planning, reviewing and evaluating resources effectively.	AF/I/A	X	
1.19	Experience to plan, set objectives and priorities and monitor progress at an operational level	AF/I/A	X	
1.20	Ability & commitment to work in accordance with the Headteacher & Teacher standards.	AF/I/A	X	
	Experience of leading or significantly contributing to curriculum design	AF/I/A		
	2. Skills and Knowledge			
2.1	Ability to enable and empower governors to fulfil their roles and responsibilities	I/A	X	
2.2	Ability to motivate and support all staff including development of leadership at all levels and to deploy leadership styles appropriate to context	I/A	X	
2.3	To inspire and lead a senior and whole-school team effectively, delegate appropriately and manage the performance of individual staff members including senior leaders	I/A	X	
2.4	Ability to develop high quality staff in line with the school improvement priorities	I/A	X	
2.5	Ability to articulate a clear personal philosophy for education	I/A	X	
2.6	An ability to lead the school with a clear vision, direction and aspirations	I/A	X	
2.7	A proven ability to establish and sustain excellent relationships with parents, pupils, governors, staff and the wider community.	I/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	I/A	X	
2.9	The ability to develop the personality of the whole child including spiritual, moral, social, cultural and academic aspects of development.	I/A	X	
2.10	Knowledge and understanding of the National Curriculum and current thinking with regards to curriculum design.	AF/I/A	X	
2.11	An up to date understanding of national education policy, educational developments and the statutory and legal framework in which a school operates.	I/A	X	
2.12	Commitment to engaging and promoting the extended provision within the school, the local community and other agencies.	I/A	X	
2.13	Ability to empathise and engage with the cultural and contextual needs of the local community, clearly articulating the values of the school to all partners.	I/A	X	
2.14	Ability to communicate clearly with a wide range of people using a variety of media.	I/A	X	
2.15	Knowledge of issues related to transition between school and post-16, primary and special education, and empathy for children undertaking those transitions.	I/A	X	

POST: Headteacher – Falinge Park High School

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	3. Special Working Conditions			
3.1	Participate and support a range of out-of-school activities.	I/A	X	
3.2	The ability to converse at ease with all stakeholders and in accurate spoken and written English	AF/I/A	X	
	4. Personal Qualities			
4.1	Flexible leadership style, hands on when required and knowing when to delegate	I/A	X	
4.2	A highly developed interpersonal skill with the ability and experience of effective negotiation and consultation with people and organisations	I/A	X	
4.3	Leads by example, with integrity and resilience, showing compassion when dealing with issues	I/A	X	
4.4	Ability to foster an open, transparent and equitable attitude and deal effectively with difficult conversations and conflict at every level	I/A	X	
4.5	Active promotion of a school that is inclusive of all children and celebrates children's uniqueness	I/A	X	