**FOREFIELD COMMUNITY INFANT & NURSERY SCHOOL**

**‘Learning and Growing Together’**

**HEADTEACHER - Person Specification**

**Post – Headteacher**

**School group: 2**

**Pay range: ISR Level 15 to 21**

**Responsible to: The Governing Body**

**Forefield Community Infant & Nursery School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.**

**The successful candidate will be subject to an enhanced DBS check.**

The **Essential Criteria** are the qualifications, experiences and skills, personal qualities 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 school will obtain the necessary information about you. If the Assessment column says Application Form next to the Essential Criteria or Desirable Criteria, you must include enough information to show how you meet these criteria. 

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| --- | --- | --- | --- |
| **A. Training and qualifications** | **Essential** | **Desirable** | **Assessment :**  A – Application  I –Interview/Tasks  R – References  C- Certificates |
| Qualified Teacher Status | / |  | A/C |
| Degree or equivalent | / |  | A/C |
| Evidence of CPD relevant to school leadership and management | / |  | A/R |
| NPQH or equivalent leadership qualification. |  | / | A/C |
| Safer Recruitment training |  | / | A/C |
| **B. Relevant Experience** | **Essential** | **Desirable** | **Assessment** |
| Significant successful, recent teaching experience in EYFS & KS1 | / | KS2 experience | A/I/R |
| Substantial, successful Headship/Deputy/Assistant Headship experience in the primary phase | / | Leadership role in EYFS/KS1 | A/I/R |
| Breadth and depth of educational experience, working within at least two different schools | / |  | A/I |
| Experience of working effectively with governors, establishing and sustaining a professional working relationship |  | / | A/I |
| Experience of successfully forming positive relationships with parents and carers and professional agencies in support of the best outcomes for children | / |  | A/I |
| Experience of successfully collaborating with other schools in a climate of mutual challenge and support to secure great outcomes for pupils | / | International Partner schools | A/I |
| Experience of self-evaluation leading to the identification of key priorities for improvement and the successful development and implementation of associated strategic plans | / |  | A/I |
| Experience of successful implementation of strategies for raising achievement which have impacted positively on outcomes for **all** children | / |  | A/I |
| Experience of effectively leading, managing and developing all staff including through performance management, successfully addressing any underperformance | / |  | A/I |
| Experience of planning and delivering training and professional development for staff | / |  | A/I |
| Experience of staff recruitment | / | to a range of posts | A/I |
| Experience of successfully managing and resolving issues or complaints | / |  | A/I |
| Experience of establishing and overseeing systems, processes and policies that enable the school to operate safely, effectively and efficiently | Experience contributing to… | / | A/I |
| **C. Professional Knowledge and Understanding** | **Essential** | **Desirable** | **Assessment** |
| Thorough knowledge of the National Curriculum, latest statutory assessment framework, Early Years Framework and the latest OFSTED Framework. | / |  | A/I |
| Knowledge and understanding of what constitutes effective curriculum design, implementation, monitoring and review | / |  | A/I |
| Have a clear understanding of what constitutes high quality teaching, learning and assessment underpinned by knowledge of how children learn successfully | / |  | A/I/R |
| Knowledge and application of strategic financial planning, budget management and principles of best value |  | / | A/I |
| Have a clear and comprehensive understanding of child protection and safeguarding procedures and statutory duties. | / |  | A/I |
| **D. Professional Competencies** | **Essential** | **Desirable** | **Assessment** |
| Ability to promote and sustain the shared values, strong culture and warm, welcoming ethos within our school | / |  | A/I |
| The ability to provide strategic, inspirational leadership and articulate and drive forward a shared vision for the school community | / |  | A/I |
| Excellent inter-personal, oral and written communication skills and the ability to produce and present information suitable for a variety of audiences | / |  | A/I/R |
| Ability to promote warm, positive and respectful relationships across the school community | / |  | A/I |
| The ability to establish and sustain high expectations of all within the school | / |  | A/I |
| An ability to uphold ambitious educational standards which prepare **all** pupils well for their next phase of education and life | / |  | A/I |
| Ensure the school fulfils its statutory duties with regard to the SEND code of practice | / |  | A/I |
| Be forward thinking, scanning the education horizon, engaging with current research and national agendas; reflecting and evaluating critically for implications for school’s future development and on-going pursuit of excellence | / |  | A/I |
| The ability to apply analytical, creative and flexible solutions in response to changing demands within school and within education in general | / |  | A/I |
| Able to ensure valid, reliable and proportionate approaches are used when assessing pupils’ knowledge and understanding, using effective data analysis to support school improvement and decision-making | / |  | A/I |
| A competent user of IT | / |  | A/I |
| Ability to delegate effectively and ensure accountability | / |  | A/I |
| Able to establish and sustain high expectations of behaviour for all pupils, built upon positive relationships, mutual respect, rules and routines which are clearly understood by all | / |  | A/I |
| **E. Beliefs, attitudes and personal attributes** | **Essential** | **Desirable** | **Assessment** |
| Committed and passionate about outstanding early education giving all of our children the best possible start in life and equipping them well for the next phase of their education and their future success | / |  | A/I/R |
| Committed to a holistic approach to education which values children’s personal, social and emotional development as much as their academic achievement | / |  | A/I/R |
| Committing to safeguarding and promoting the well-being of our pupils | / |  | A/I/R |
| Commitment to promoting the well-being of our staff | / |  | A/I |
| Commitment to creating a culture where **all** pupils experience a positive, exciting and enriching school life. | / |  | A/I/R |
| Commitment to the promotion of equal opportunities, inclusion of all, cultural diversity and British values. | / |  | A/I/R |
| Commitment to working in close collaboration with local schools and further exploring opportunities for our school community in being part of a local, multi-academy trust | / |  | A/I |