**Headteacher: Person Specification**

|  |  |
| --- | --- |
|  | **Requirements** |
| **Qualification** | • Degree and QTS• NPQH or other relevant academic or professional qualification• Evidence of continuing professional development |
| **Experience** | • Experience across the primary age range• Proven record of successful classroom teaching • Proven record of successful experience as a Headteacher or Deputy Headteacher• Competent ICT skills and knowledge • Liaison with external agencies |
| **Personal Qualities**  | • Demonstrate a passion for teaching & learning• Communicate effectively and develop positive relationships with all stakeholders • A well organised person able to manage time effectively, to delegate, to prioritise and to meet deadlines • Ability to recognise and utilise staff strengths • Ability to build, support, motivate and work as part of a high performing team  • Ability to inspire children   |
| **Leadership and Management**  | • Proven leadership and management skills • A clear vision of excellence in education• A proven ability to raise educational standards and a commitment to high standards of achievement • Ability to analyse and interpret data accurately to monitor pupil progress and inform school improvement• Understanding of school improvement planning and subsequent budget planning • Effectively evaluate school performance and accurately identify priorities for improvement• Understanding of the strategic role of the Governing Body and ability to work effectively with Governors • Experience of and commitment to the Performance Management of both teaching and support staff  • Ability to initiate and manage change sensitively in pursuit of strategic objectives • Work in collaboration with other schools, fellow professionals and external organisations to improve outcomes for all children• A commitment to the protection and safeguarding of young people and a strong knowledge of Child Protection procedures |
| **Knowledge and Skills**  | • Ability to demonstrate knowledge of current curricular and educational issues/relevant legislation • Clear knowledge and understanding of assessment and monitoring procedures and ability to implement these • Commitment to inclusion and equality of access to educational provision for all children • An understanding of consistent approaches to positive behaviour management • Clear understanding of what is high quality teaching and learning  |