**Headteacher: Person Specification**

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|  | **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 |