**PERSON SPECIFICATION**

The National Standards for Headteachers are set out in six key non-hierarchical areas. When taken together they represent the role of the head. The list is advisory and the criteria are interdependent.

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| **Criteria** | Essential | Desirable |
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| **ATTAINMENTS AND EXPERIENCE** |  | |
| Qualified Teacher Status / GTC Registered | √ |  |
| Good honours degree | √ |  |
| **National Professional Qualification for Headteachers (NPQH)** |  | √ |
| Appropriate professional updating | √ |  |
| Appropriate experience of the age range | √ |  |
| **SHAPING THE FUTURE** |  | |
| **Knowledge of or commitment and ability to:** |
| Understand and discuss local, national and global trends | √ |  |
| Think strategically, by building, communicating and implementing a shared vision of excellence, equity and high standards for every pupil | √ |  |
| Communicate and model the vision of the school and its Christian values both within and beyond the school. | √ |  |
| Lead change, create and innovate so that others carry the vision forward | √ |  |
| Set and achieve ambitious, challenging goals and targets | √ |  |
| Use appropriate new technologies | √ |  |
| Understand and practise educational inclusion so that all have the opportunity to be the best they can be | √ |  |
| **LEADING TEACHING AND LEARNING** |  | |
| **Knowledge of or commitment and ability to:** |
| Implement strategies for raising progress and attainment and achieving excellence for pupils, staff and self | √ |  |
| Use appropriate models and principles of effective learning and assessment for learning, informed by current trends | √ |  |
| Lead the management of behaviour and attendance | √ |  |
| Be strategic in ensuring inclusion, diversity and access | √ |  |
| Lead curriculum design and management | √ |  |
| Implement strategies for developing effective teachers to ensure the entitlement of all pupils to effective teaching and learning | √ |  |
| Ensure choice and flexibility in learning to meet the personalised learning needs of every child | √ |  |
| **DEVELOPING SELF AND WORKING WITH OTHERS** |  | |
| **Knowledge of or commitment and ability to:** |
| Develop interpersonal relationships, adult learning and models of continuing professional development (CPD) | √ |  |
| Promote individual and team development and sustaining a learning community that impacts on school improvement | √ |  |
| Share leadership and accountability for goals and standards | √ |  |
| Manage change, conflict and empower individuals and teams | √ |  |
| Collaborate and network with others within and beyond the school | √ |  |
| Give and receive effective feedback and act to improve personal performance | √ |  |
| Accept support from others including colleagues, governors and the LEA | √ |  |
| **MANAGING THE ORGANISATION** |  |  |
| **Knowledge of or commitment and ability to:** |  |  |
| Apply principles and practice of dispersed leadership & accountability | √ |  |
| Apply principles and strategies of school improvement | √ |  |
| Manage change and the unique challenges associated with a new school environment | √ |  |
| Create policies, through informed decision-making, consultation and review |  | √ |
| Carry out strategic financial planning, budgetary management and apply principles of best value |  | √ |
| Apply good practice in performance management | √ |  |
| Understand legal issues relating to managing a school including Child Protection Procedures, Equal Opportunities, Race Relations, Disability, Human Rights and Employment legislation | √ |  |
| Use new and emerging technologies to enhance organisational effectiveness |  | √ |
| Manage equitably staff and resources | √ |  |

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| Develop and sustain a safe, secure and healthy school environment by understanding personnel, governance, security and access issues | √ |  |  |
| Think creatively to anticipate and solve problems |  | √ |
| Manage the school efficiently and effectively on a day-to-day basis | √ |  |
| Delegate management tasks and monitor their implementation | √ |  |
| **SECURING ACCOUNTABILITY** |  | | |
| **Knowledge of or commitment and ability to:** |
| Take account of educational frameworks, including governance | √ |  |  |
| Take account of public services policy and accountability frameworks, including self evaluation and multi-agency working | √ |  |
| Use a range of evidence, including performance data and external evaluations to improve aspects of school life, including challenging poor performance | √ |  |
| Apply principles and practice of quality assurance systems, including school review, self- evaluation, performance management and stakeholder and community involvement. | √ |  |
| Lead the team effectively and efficiently towards the academic, spiritual, moral, social, emotional and cultural development of all pupils | √ |  |
| Hold other relevant staff members to account for pupil learning outcomes | √ |  |
| **STRENGTHENING COMMUNITY** |  | | |
| **Knowledge of or commitment and ability to:** |
| Demonstrate political insight and anticipate trends that impact on the school community | √ |  |  |
| Utilise rich and diverse resources within local communities – e.g. home, human, physical, business, other schools, other agencies | √ |  |
| Utilise the wider curriculum beyond school and the opportunities it provides for pupils and the school community | √ |  |
| Demonstrate a commitment and ability to preserve and develop the Christian character of the school. | √ |  |
| Understand the roles and responsibilities of the headteacher and governors in a Voluntary Controlled school. | √ |  |
| Understanding the importance of the school within the context of the life of the church and the wider community. | √ |  |
| **SAFEGUARDING CHILDREN: SAFE RECRUITMENT AND SELECTION** |  | | |
| In addition to candidates’ ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:   * Motivation to work with children and young people * Ability to form and maintain appropriate relationships and personal boundaries with children and young people * Emotional resilience in working with challenging behaviours; and, attitudes to use of authority and maintaining discipline. | √ |  |  |