

Person Specification

A candidate will only be considered for shortlisting and move forward in the remaining person specification criteria if they meet the initial essential criteria under qualifications, knowledge and experience.

It is important to provide examples using the STAR acronym (situation, task, action, result) relating to the person specification criteria.

Qualifications, knowledge and experience	Essential / Desirable	Application Form	Assessment Stage
Degree and qualified teacher status	E	*	*
NPQH	D	*	
Experience of working with/teaching in EYFS / KS1 / KS2	E	*	*
Recent successful leadership experience as a Headteacher, Deputy Headteacher, Assistant Headteacher [or equivalent]	E	*	*
Thorough understanding of Child Protection and Safeguarding and commitment to safeguarding as part of the duty of care	E	*	*
Experience of leading school safeguarding	D	*	
Be committed to the Christian faith or fully understands the Christian distinctiveness of a Church of England School	E	*	

School Culture	Essential / Desirable	Application Form	Assessment Stage
Demonstrates an awareness of the wider education context with an understanding on the distinctive nature of R.E. and Collective Worship in a Church school	E	*	*
Demonstrates awareness of the school's Christian vision and a commitment to ensure the Christian vision and values permeate through all aspects of school life	E		*
Understands the existing relationship between the school and the church and can articulate a clear vision and provide strategic direction for staff, pupils and the community	E	*	*
Proven record of inspiring, enabling and motivating others, promoting positive and respectful relationships across the school	E	*	*
Ensures a culture of high staff professionalism, holds others to account	E		*
Upholds ambitious educational standards for all pupils	E		*

Teaching, curriculum and assessment	Essential / Desirable	Application Form	Assessment Stage
Clear understanding of curriculum and how to ensure this can be effectively accessed by all.	E	*	*
Reviews and monitors progress against agreed, measurable targets.	E		*
Absolute commitment to inclusion and to ambitious expectations for all pupils including those with SEND, EAL and higher attainers	E	*	*
Knowledge and experience of working with children with SEND across EYFS and in the primary phase	E	*	*
Knowledge and experience of working with EAL children across EYFS and in the primary phase	D		
Able to understand the needs of children with challenging behaviours and develop strategies to successfully manage this	E		*
Experience of deploying and managing staff to deliver effective outcomes	E		*

Professional development	Essential / Desirable	Application Form	Assessment Stage
Evidence of appropriate and recent professional career development for the role of headteacher	E	*	
Has successfully undertaken safer recruitment training	D	*	
Commitment to prioritising the continued professional development of all staff (including themselves) in the best interests of the individual, the team and the school	E	*	*
Successful track record of developing staff through effective performance management	D		*
Organisational management / continuous school improvement			
Evidence of appropriate and recent professional career development for the role of headteacher	D	*	*
Have had responsibility for whole school policy development and implementation.	D		*
Experience of leading change effectively and successfully through a modern line management approach	D		*

Personal qualities / Ethics and professional conduct	Essential / Desirable	Application Form	Assessment Stage
Passion for education, coupled with ability and enthusiasm to see every child fulfil their potential	E	*	*
Excellent communication skills, including written communication	E	*	*
Visible and approachable, empathetic and enjoys engaging and inspiring children and others	E		*
Adaptable leadership style, 'hands on' when required, and when to delegate	E		*
Capacity for sustained hard work with energy and enthusiasm	E		*
Demonstrates consistent high standards of principled and professional conduct both within and outside school, upholding the Seven Principles of Public Life.	E		*
Takes a dynamic approach to the changing needs of the school population	E		*
Upholds British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs	E		*

