#### HEADTEACHER

#### PERSON SPECIFICATION

**CRITERIA FOR SELECTION OF HEADTEACHER**

**IN KIRKDALE, ST. LAWRENCE VOLUNTARY AIDED PRIMARY SCHOOL**

***The applicant will be required to safeguard and promote***

***the welfare of children and young people and be faithful to the trust deed.***

***Note:******Candidates failing to meet any of the essential criteria will automatically be excluded***

***All professional references will be followed up and will be matched to the person specification.***

1. **Faith Commitment**

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|  | **Essential** | **Desirable** | **Source** |
| Full and active member of a church in membership of Churches Together in England.  (This requires evidence of current church involvement and a clear indication of the applicant's beliefs in relation to a Church  School). | **E** |  | **R** |

**To be able to demonstrate their knowledge and understanding of the following in**

**the context of a Church school.**

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|  | **Essential** | **Desirable** | **Source** |
| Leading school worship | **E** |  | **A + R + I** |
| Ways of developing religious education and worship | **E** |  | **A + I** |
| A commitment to strategic thinking and planning that builds, communicates and carries forward a coherent and shared vision for the Christian ethos of the school*.* | **E** |  | **A + I** |
| How relationships should be fostered and developed between the school, our local Churches and Diocese of Liverpool | **E** |  | **A** |

1. **Qualifications**

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|  | **Essential** | **Desirable** | **Source** |
| Qualified teacher status | **E** |  | **A** |
| Degree | **E** |  | **A** |
| Completion of National Professional Qualification of Headship (NPQH) |  | **D** | **A + R + I** |
| Other professional qualifications |  | **D** | **A + I** |

1. **Professional Development**

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|  | **Essential** | **Desirable** | **Source** |
| Evidence of appropriate professional development, including National Professional Qualifications | **E** |  | **A** |
| Evidence of recent leadership and management professional development | **E** |  | **A + I + R** |

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| Has successfully undertaken appropriate Child Protection training or Designated Senior Person training | **E** |  | **A + I** |

1. **School leadership and management experience**

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|  | **Essential** | **Desirable** | **Source** |
| Recent successful leadership as a Headteacher. |  | **D** | **A +I +R** |
| Recent successful leadership as a deputy Headteacher or assistant Headteacher. | **E** |  | **A + R** |
| Be able to demonstrate successful/effective  leadership in a school in a similar community/facing  similar challenges |  | **D** | **A + I** |
| To have taken an active involvement in school self-evaluation and development planning. | **E** |  | **A + I + R** |
| An awareness of the/previous involvement in/active involvement in/fully conversant with financial management of a primary school. | **E** |  | **A + I** |
| Knowledge and understanding of strategic financial planning and budgetary management in relation to school development and pupil achievement. | **E** |  | **A + I** |
| To have had responsibility for policy development and implementation; also contributions to staff development | **E** |  | **A + I** |

1. **Experience and knowledge of teaching**

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|  | **Essential** | **Desirable** | **Source** |
| Experience of teaching in more than one school |  | **D** | **A + I + R** |
| Experience of teaching in a school in similar circumstances/ serving a similar community. |  | **D** | **A + I + R** |
| To have significant teaching experience within the primary phase including in at least 2 Key Stages and have knowledge of the curriculum across the full 3 primary phases (EYFS to KS2). | **E** |  | **A + I** |
| To be able to effectively use data, assessment and target setting to raise standards/address weaknesses | **E** |  | **A + I** |
| To be able to exemplify how the needs of all pupils (SEN, AEN, AGT, EAL, GRT, LAC) can be met and improved | **E** |  | **A + I** |

1. **Professional Attributes**

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|  | **Essential** | **Desirable** | **Source** |
| Demonstrate an understanding, awareness and empathy for the needs of the pupils at Kirkdale, St. Lawrence and how these could be met. | **E** |  | **A + I** |

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| Able to demonstrate a clear rationale for behaviour management and a proven track record of the effective implementation of a range of management strategies. | **E** |  | **A + I + R** |
| Excellent written and oral communication skills (which will be assessed at all stages of the process). | **E** |  | **A + I** |
| Show professional attitude to senior leadership role and understand boundaries of senior leadership | **E** |  | **A + I** |
| Show a good commitment to sustained attendance at  work | **E** |  | **A + I** |

1. **Professional Skills**

(Based on the National Standards of Excellence for Headteachers 2015 – including 2020 update)

**A deputy headteacher is expected to be working within and towards**

**the National Standards of Headship**

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| **Qualities and Knowledge** | | **Essential** | **Desirable** | **Source** |
| 1 | Hold and articulate clear values and moral purpose focused on providing a world-class education for the pupils at Kirkdale, St. Lawrence reflecting the Church foundation of the school. | **E** |  | **A + I** |
| 2 | Demonstrate optimistic personal behaviour, professionalism, positive relationships and attitudes towards pupils and staff, and members of the local Church and wider educational community | **E** |  | **A + I** |
| 3 | Lead professionally by example – with integrity, honesty, creativity, resilience, and clarity – drawing on your own scholarship, expertise and skills | **E** |  | **A + I** |
| 4 | Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally; pursue continuous professional development, that reflects  the needs of a Church of England | **E** |  | **A + I** |
| 5 | Work with political and financial astuteness, within  a clear set of principles centred on the school's Christian vision, ably translating local and national  policy into the school's context. | **E** |  | **A + I** |
| 6 | Communicate compellingly the school's vision and  drive the strategic leadership | **E** |  | **A + I** |

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| **Pupils and Staff** | | **Essential** | **Desirable** | **Source** |
| 1 | 1. Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, | **E** |  | **A + I** |

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|  | 1. instilling a strong sense of accountability in staff for   the impact of their work on pupils' outcomes. | **E** |  | **A + I** |
| 2 | Secure excellent outcomes through an analytical understanding of how pupils learn and of the core features of curriculum design. | **E** |  | **A + I** |
| 3 | Establish an educational culture, drawing on and conducting relevant research and robust data analysis. | **E** |  | **A + I** |
| 4 | Create an ethos based on Christian values within  which all staff are motivated and supported to develop their own skills and subject knowledge. | **E** |  | **A + I** |
| 5 | Hold staff to account for their professional  conduct and practice | **E** |  | **A + I** |

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| **Systems and Process** | | **Essential** | **Desirable** | **Source** |
| 1 | Ensure that the school's systems, organisation and processes are well considered, efficient and fit for  purpose, upholding the principles of public life, including transparency, integrity and probity, within a Christian context. | **E** |  | **A + I** |
| 2 | Within the school’s Christian ethos, provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society. | **E** |  | **A + I** |
| 3 | Establish rigorous, fair and transparent systems and measures for managing the performance of all and valuing excellent practice. | **E** |  | **A + I + R** |
| 4 | Welcome strong governance and actively support the governing body to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the head teacher to account for pupil, staff and financial performance. | **E** |  | **A + I** |
| 5 | Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and  resources, in the best interests of pupils' achievements, the school's sustainability, and its Christian character. | **E** |  | **A + I** |

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| **The Self-improving school system** | | **Essential** | **Desirable** | **Source** |
| 1 | Create an outward-facing school which works with  other schools and organisations – in a climate of mutual challenge - secure excellent achievements for all pupils. | **E** |  | **A + I** |
| 2 | Develop effective relationships with fellow professionals, the Church community and colleagues in other public services to improve academic/social outcomes for pupils. | **E** |  | **A + I** |
| 3 | Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well-evidenced research to frame self-regulating and self-improving school. | **E** |  | **A + I** |
| 4 | Shape the current and future quality of the  teaching profession through sustained professional development and training of staff; understand the role of the management of staff. | **E** |  | **A + I** |
| 5 | Model innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability. | **E** |  | **A + I** |
| 6 | Inspire and influence others- within and beyond school- to believe in the fundamental importance of education in young people's lives and to promote the value of education, especially within a Christian  context. | **E** |  | **A + I** |

1. **Personal Qualities**

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|  | **Essential** | **Desirable** | **Source** |
| Continue to promote Kirkdale. St. Lawrence VA Primary School's strong educational  philosophy and values | **E** |  | **A + I** |
| Be a positive leader, with a professional approach to your role and demonstrate personal and professional integrity | **E** |  | **A + I** |
| Demonstrate personal enthusiasm and commitment to leadership aimed at making a positive difference to pupils | **E** |  | **A + I** |
| Build and maintain quality relationships with other organisations through  interpersonal skills and effective communication | **E** |  | **A + I** |
| Manage and resolve conflict | **E** |  | **A + I** |
| Prioritise, plan and organise self and others | **E** |  | **A + I + R** |
| Think analytically and creatively and demonstrate initiative in solving problems | **E** |  | **A + I** |
| Be aware of your own strengths and areas for  development and listen to, and reflect constructively  and act upon as appropriate, feedback from others | **E** |  | **A + I** |
| Able to empathise appropriately and take necessary  steps to take any difficult decision | **E** |  | **A + I** |
| Demonstrate a capacity for sustained hard work with  energy and vigour | **E** |  | **A + I** |

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| Demonstrate impact and presence | **E** |  | **A + I** |

1. **Confidential References.**

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| Positive and supportive faith reference from the priest/minister where the  applicant regularly worships.  Candidates who do not use their Parish priest/minister must give an explanation in the letter of application | **E** |
| Positive recommendation from all referees, including current employer and based on person specification | **E** |

**Application Form and Supporting Statement**

The form must be fully completed and legible.

The supporting statement should be clear, concise and related to the specific post. **It should be no longer than 2 sides of A4 paper and no smaller than font size 11.**