

# Lickey Hills Primary School & Nursery

*dream together · believe together · achieve together*



## Person Specification: Headteacher

The **Essential Criteria** are the qualifications, experiences and skills or knowledge you **MUST SHOW THAT YOU HAVE** to be considered for the job.

The **Desirable Criteria** are used to help decide between candidates who meet all the Essential Criteria.

	Essential	Desirable
<b>A. Training and Qualifications</b>	Essential	Desirable
<ul style="list-style-type: none"> <li>Qualified Teacher Status</li> </ul>	✓	
<ul style="list-style-type: none"> <li>Degree or Equivalent</li> </ul>	✓	
<ul style="list-style-type: none"> <li>Evidence of further professional development e.g. NPQH</li> </ul>		✓
<ul style="list-style-type: none"> <li>Excellent knowledge of effective coaching, training and co-ordinating the professional development of colleagues</li> </ul>	✓	
<ul style="list-style-type: none"> <li>A thorough and up to date knowledge of safeguarding procedures</li> </ul>	✓	
<b>B. Experience of Teaching and School Management</b>	Essential	Desirable
<ul style="list-style-type: none"> <li>Successful senior leadership and management experience in a school as either a Headteacher, Acting, Deputy or Assistant Headteacher</li> </ul>	✓	
<ul style="list-style-type: none"> <li>Significant and relevant teaching and leadership experience across EYFS and key stages 1 and 2</li> </ul>	✓	
<ul style="list-style-type: none"> <li>Experience of successful implementation of strategies for raising and maintaining achievement and ensuring effective teaching and assessment with evidence of impact</li> </ul>	✓	
<ul style="list-style-type: none"> <li>Leading whole school improvement</li> </ul>		✓
<ul style="list-style-type: none"> <li>Experience of school self-evaluation and development planning including the assessment data, tracking pupil progress and target setting</li> </ul>	✓	
<ul style="list-style-type: none"> <li>Good track record of challenging, motivating and inspiring staff</li> </ul>	✓	
<ul style="list-style-type: none"> <li>Sound understanding of educational financial budget management</li> </ul>	✓	
<ul style="list-style-type: none"> <li>Effective strategic financial planning ensuring the allocation of budgets and resources are in the best interests of the school</li> </ul>	✓	
<b>C. Teaching and Learning</b>	Essential	Desirable
<ul style="list-style-type: none"> <li>A clear understanding of what constitutes a broad and balanced creative curriculum that meets the needs of the pupils.</li> </ul>	✓	
<ul style="list-style-type: none"> <li>Develops pupils' emotional well-being.</li> </ul>	✓	
<ul style="list-style-type: none"> <li>Proven ability to sustain and develop high quality teaching and learning across the school to improve on outcomes for children.</li> </ul>	✓	
<ul style="list-style-type: none"> <li>Understanding of targeting resources to support pupils with SEND, disadvantaged pupils and those who are gifted and talented.</li> </ul>	✓	
<ul style="list-style-type: none"> <li>Have a good understanding of how assessment strategies are used to inform learning and monitor pupil progress.</li> </ul>	✓	
<ul style="list-style-type: none"> <li>Committed to promoting inclusion across the curriculum.</li> </ul>	✓	
<ul style="list-style-type: none"> <li>Commitment to an effective approach to the positive management of behaviour.</li> </ul>	✓	
<ul style="list-style-type: none"> <li>Experience of enabling disadvantaged pupils to achieve in line or better than their non-disadvantaged peers.</li> </ul>	✓	
<ul style="list-style-type: none"> <li>Strategies for developing effective teachers</li> </ul>	✓	
<ul style="list-style-type: none"> <li>Policy creation through consultation and review</li> </ul>		✓
<ul style="list-style-type: none"> <li>Curriculum design and management</li> </ul>	✓	
<ul style="list-style-type: none"> <li>Legal issues relating to managing a school including Equal Opportunities, Race Relations, Disability, Human Rights and Employment legislation</li> </ul>		✓
<ul style="list-style-type: none"> <li>Personnel, governance, security and access issues relating to the diverse use of school facilities</li> </ul>		✓
<b>D. Professional skills and qualities</b>	Essential	Desirable

• Understanding of high-quality teaching based on evidence, and the ability to model this for others and support others to improve	✓	
• Competency to develop the Hive wrap around care facility to maximise the opportunity it represents	✓	
• Ability to develop a vision of excellence that sets high standards for every pupil	✓	
• Ability to communicate that vision and inspire, challenge, motivate and empower others to carry that vision forward	✓	
• Inspiring and influencing 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	✓ ✓	
• Robust and effective communication and interpersonal skills needed to provide clear and accurate information as well as informed advice	✓	
• Strategies for raising and maintaining achievement and achieving excellence	✓	
• Principles for effective teaching and assessment for learning	✓	
• Strategies for ensuring inclusion, diversity and access	✓	
• Ability to engage the school community in the systematic and rigorous self-evaluation of the work of the school, celebrate excellence and hold individuals, teams and the whole school accountable for student learning outcomes	✓	
• Strategies which encourage parents and carers to support their children’s learning	✓	
• Ability to establish and maintain effective relationships with parents, carers, partners and the community that enhance the education of all students	✓	
• Ability to work with other agencies for the well-being of pupils and their families	✓	
• Ability to form and maintain excellent personal relationships	✓	
• Ability to relate positively with pupils, colleagues, governors and parents	✓	
• Be approachable, fair and consistent with good interpersonal skills	✓	
• Be highly visible and have a dynamic presence in the school	✓	
• Consult and negotiate effectively with interested stake holders	✓	
• Ability to work under pressure, manage and organise work effectively	✓	
• Innovative and open to new ideas and opportunities teaching or otherwise	✓	
• Delegating management tasks and monitoring their implementation	✓	
• Ability to prioritise effectively, planning and organising themselves and others	✓	
• Making professional, managerial and organisational decisions based on informed judgements	✓	
• Collecting and using a rich set of data to understand the strengths and weaknesses of the school and effectively acting upon it	✓	
• Combining the outcomes of regular self-review with external evaluations in order to develop the school	✓	
• Thinking creatively and innovatively to anticipate and solve problems		✓
• A desire to and be willing to work within a multi academy trust (MAT) moving in line with the Government’s strategic direction.	✓	
• Knowledge of joining a MAT		✓
<b>Can demonstrate a commitment to</b>	✓	
• The values and ethos of the school	✓	
• Inclusion and the ability and right of all to be the best they can	✓	
• The entitlement of all students to effective teaching and learning	✓	
• The continuing learning of all members of the school community	✓	
• Choice and flexibility in learning to meet the personalised learning needs of every child	✓	
• Distributed leadership and management	✓	
• The developing and sustaining of a safe, secure and healthy school environment	✓	
• The school working effectively and efficiently towards the academic, spiritual, moral, social, emotional and cultural development of all its students	✓	
✓ Enhancing school life through extra-curricular activities inter-school sports competitions, church and community leader led assemblies	✓	
<b>E. Personal Qualities</b>	<b>Essential</b>	<b>Desirable</b>
• Integrity	✓	

• Empathy	✓	
• Resilience	✓	
• Courage	✓	
• Attention to detail	✓	
• Determination	✓	
• Commitment to collaboration	✓	
• Effective, appropriate and robust communication skills	✓	
• Commitment to uphold the 7 principles of public life (the <a href="#">Nolan principles</a> ) at all times (Selflessness, Integrity, Objectivity, Accountability, Openness, Honesty, Leadership)	✓	
• Commitment to maintaining confidentiality at all times	✓	
• Commitment to safeguarding and equality, ensuring that personal beliefs are not expressed in ways that exploit the position	✓	
• Responsible and insightful with the passion, drive and enthusiasm to inspire a love of learning	✓	
<b>Confidential Reference and Reports</b>		
A positive recommendation from your substantive employer		
A professional reference		