**Person Specification Head Teacher**

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| **Qualifications and training** | | **Essential** | **Desirable** | **Evidence** |
| 1. | Hold qualified teacher status | X |  | A |
| 2. | Hold a relevant degree or equivalent | X |  | A |
| 3. | Evidence of recent, relevant professional development | X |  | A |
| 4. | Hold a relevant higher degree or equivalent |  | X | A |
| 5. | Have considerable Early Years experience | X |  | A |
| 6. | Recent experience as a serving Head Teacher |  | X | A |
| 7. | Senior management experience as Head Teacher, Deputy Head Teacher, Assistant Head Teacher or Senior Leader | X |  | A |

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| **Leading in teaching and learning** | | **Essential** | **Desirable** | **Evidence** |
| 1. | Ability to demonstrate the principles and practice of effective teaching and learning including assessment for learning | X |  | T |
| 2. | Good understanding of the use of new and emerging technologies in supporting teaching and learning | X |  | A/I |
| 3. | Good understanding and experience of assessment requirements and pupil tracking systems to ensure good progress in academic achievement and other aspects of children’s development | X |  | A/I |
| 4. | Up to date knowledge of current curriculum and assessment requirements | X |  | A/I |
| 5. | Recent experience in curriculum development and management | X |  | A/I |
| 6. | Ability to monitor and effectively evaluate the existing high quality teaching and learning | X |  | A/I |
| 7. | Maintain high standards of behaviour by continuing the current positive, supportive approach to behaviour management | X |  | A/I |
| 8. | Good understanding of inclusion for all and means of ensuring good progress for children with special educational needs and disabilities | X |  | A/I |
| 9. | Good understanding of the learning and development needs of minority ethnic pupils and pupils with English as an additional language | X |  | A/I |
| 10. | Understanding of the principles, content and implementation of the Early Years Foundation Stage | X |  | I |
| 11. | Ability to ensure that a stimulating, rigorous and suitably challenging learning environment is in place through an appropriate curriculum | X |  | I |

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| **Managing the organisation – managing accountability** | | **Essential** | **Desirable** | **Evidence** |
| 1. | Ability to interpret and analyse a range of evidence including performance data and use it effectively for school improvement alongside the staff team | X |  | A/I/T |
| 2. | Knowledge of the principles and practices of quality assurance systems including school review, self-evaluation and performance management and how these contribute to school improvement | X |  | A/I |
| 3. | Ability to produce and implement clear, evidence based improvement plans and policies for the school | X |  | I |
| 4. | Ability to develop leadership and accountability at all levels within the school including performance management systems |  | X | I |
| 5. | Ability to manage the financial and human resources effectively and efficiently to achieve the school’s educational goals and priorities | X |  | I/T |
| 6. | Ability to work effectively with the Governing Body to provide information, objective advice and support, to enable it to meet its responsibilities |  | X | I/T |
| 7. | Ability to present a coherent, understandable and accurate account of the school’s performance to a range of audiences | X |  | A/I/T |
| 8. | Ability to ensure a safe, secure and healthy school environment | X |  | I/T |
| 9. | Effective communication with a range of audiences including children, parents, teaching and support teaching staff, contractors and outside agencies | X |  | I |
| 10. | Ability to secure and act on the views of other stakeholders, especially parents and carers | X |  | I/T |
| 11. | Ability to form and maintain appropriate relationships and personal boundaries with children and young families | X |  | I |
| 12. | Understanding of legal issues related to managing a school |  | X | I |
| 13. | Knowledge to understand and act upon safeguarding issues | X |  | A/I/T |
| 14. | Has the ability to work in partnership with a multiagency team effectively in order to deliver high quality consistent integrated services | X |  | A/I |

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| **Shaping the future** | | **Essential** | **Desirable** | **Evidence** |
| 1. | Clearly articulate a vision for the future of the school which can be shared, understood and acted upon | X |  | A/I/T |
| 2. | Experience of leading, implementing and managing change | X |  | A/I/T |
| 3. | Inspire, challenge, motivate and empower others including staff and children and parents. To lead by example. | X |  | A/I |
| 4. | Commit to inclusion, excellence and equality for children and staff | X |  | A/I |
| 5. | Ensure creativity, innovation and the use of new technologies to achieve excellence | X |  | A/I |
| **Strengthening the community** | | **Essential** | **Desirable** | **Evidence** |
| 1. | Commitment to working in partnership with parents, carers and agencies | X |  | I |
| 2. | Commitment to collaboration with other agencies to support all children and meet local and national and standards | X |  | A/I |
| 3. | Commitment to the promotion of positive strategies for challenging prejudice and dealing with harassment | X |  | I |
| 4. | Commitment to collaboration and networking with other schools to improve outcomes | X |  | I |

A = Application

I = Interview

T = Task