

Headteacher Person Specification

Nanstallon CP School Leadership Scale L7 to L13

Assessment key: A = Application I = Interview R = Reference

This person specification is tailored to the context and aspirations of Nanstallon CP School. It is designed to identify a leader who is child centred, inclusive, ambitious for standards and able to lead a small school with warmth, precision and credibility.

Category	Criteria	Essential or desirable	Assessed by
Qualifications and professional status	Qualified Teacher Status	Essential	A
Qualifications and professional status	National Professional Qualification for Headship (NPQH) or equivalent leadership development	Desirable	A, I
Leadership and values	Proven commitment to child centred leadership	Essential	A, I, R
Leadership and values	Clear moral purpose and commitment to inclusion, equity and dignity for every pupil	Essential	A, I, R
Leadership and values	Ability to sustain a warm, orderly and aspirational school culture	Essential	I, R
Leadership and values	Ability to lead with humanity, clarity and high expectations	Essential	I, R
Leadership and values	Understanding of the opportunities and demands of leading a small school	Essential	A, I
Leadership and values	Capacity to preserve what is strong while bringing thoughtful new ideas	Essential	I, R
School culture and behaviour	Commitment to high standards of care, good manners and conduct	Essential	I, R
School culture and behaviour	Ability to create a safe, calm and respectful environment for pupils and adults	Essential	I, R
School culture and behaviour	Understanding of how the physical environment can reflect belonging, care, pride and sensory awareness	Desirable	I
Teaching and learning	Strong understanding of high quality teaching and how children learn	Essential	A, I
Teaching and learning	Ability to model strong classroom practice and teach effectively for one day each week	Essential	A, I, R
Teaching and learning	Understanding of effective formative assessment and responsive teaching	Essential	I
Curriculum and standards	Strong understanding of what high standards look like in pupils' work across a broad primary curriculum	Essential	A, I
Curriculum and standards	Ability to secure high standards in English and mathematics without narrowing the curriculum	Essential	I, R

Category	Criteria	Essential or desirable	Assessed by
Curriculum and standards	Ability to articulate and lead a broad, coherent and ambitious curriculum	Essential	A, I
Curriculum and standards	Commitment to project based learning as a meaningful vehicle for deep learning	Desirable	A, I
Curriculum and standards	Commitment to outdoor learning as a purposeful part of curriculum design	Desirable	A, I
Curriculum and standards	Commitment to wider curriculum opportunities including swimming, gymnastics and cultural visits	Essential	I
Inclusion and SEND	Secure understanding of inclusive practice and adaptive teaching	Essential	A, I, R
Inclusion and SEND	Knowledge of statutory responsibilities relating to SEND	Essential	A, I
Inclusion and SEND	Ability to create a culture in which all pupils can participate, belong and achieve	Essential	I, R
Inclusion and SEND	Experience of leading or strengthening inclusive practice or SEND provision	Desirable	A, I
Safeguarding and wellbeing	Secure safeguarding knowledge and sound professional judgement	Essential	A, I, R
Safeguarding and wellbeing	Commitment to pupil wellbeing, attendance and positive relationships	Essential	I, R
Pupil leadership and character	Commitment to developing pupils as leaders of their school and community	Essential	I
Pupil leadership and character	Understanding of how character, responsibility and citizenship can be developed through school life	Essential	I
Communication and relationships	Excellent communication skills with children, staff, parents, governors and the wider community	Essential	A, I, R
Communication and relationships	Ability to build trust in a small school community	Essential	I, R
Communication and relationships	Sensitivity, discretion and empathy when dealing with children and adults	Essential	I, R
Communication and relationships	Ability to be outward facing and build productive partnerships beyond the school	Essential	A, I
Staff leadership and development	Ability to inspire, support and challenge staff through respectful professional relationships	Essential	I, R
Staff leadership and development	Commitment to high quality professional development and leadership growth for others	Essential	A, I
Staff leadership and development	Experience of developing staff, subject leaders or middle leaders	Desirable	A, I
Organisation and management	Highly organised with strong ability to prioritise and manage competing demands	Essential	A, I, R
Organisation and management	Ability to balance strategic leadership with operational effectiveness in a small school	Essential	I, R

Category	Criteria	Essential or desirable	Assessed by
Organisation and management	Understanding of effective staffing, workload and resource deployment	Essential	I
Organisation and management	Financial awareness and ability to make careful decisions about value and impact	Essential	I
Improvement and implementation	Experience of contributing to or leading successful school improvement	Essential	A, I, R
Improvement and implementation	Ability to identify priorities, plan carefully and implement change with clarity and follow through	Essential	I
Improvement and implementation	Ability to evaluate impact and adapt plans in light of evidence	Essential	I
Experience	Successful leadership experience in a primary school setting	Essential	A, R
Experience	Experience of working effectively with governors and accountability structures	Desirable	A, I
Experience	Experience of working successfully in a small school or rural community	Desirable	A, I
Personal qualities	Integrity, warmth, resilience and emotional intelligence	Essential	I, R
Personal qualities	Energy, optimism and ambition for children and the school community	Essential	I, R
Personal qualities	Reflective, thoughtful and open to learning	Essential	I, R