



HEADTEACHER - PERSON SPECIFICATION / SELECTION CRITERIA

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

(Source key: A = Application, R = Reference, I = Interview Process)

Application Form and Supporting Statement

| | Essential | Desirable | Source |
|--|-----------|-----------|--------|
| The application form must be fully completed and legible | ✓ | | A |
| The supporting statement should reflect the National Headteacher Standards (2020), Candidates are therefore asked to structure their Supporting Statement under the following domain headings: <ul style="list-style-type: none"> • Culture and Ethos • Curriculum and Teaching • Organisational effectiveness, including Governance and Accountability | ✓ | | A |
| The supporting statement must be no more than 3 sides of A4, Calibri point 11 | ✓ | | A |

Confidential References and Reports

| | Essential | Desirable | Source |
|--|-----------|-----------|--------|
| Positive recommendation from all referees, including current employer | ✓ | | A |
| A supportive reference from a Local Authority school improvement advisor | | ✓ | A |

Qualifications

| Qualification requirements | Essential | Desirable | Source |
|----------------------------|-----------|-----------|--------|
| Qualified teacher status | ✓ | | A |
| Degree or equivalent | ✓ | | A |
| NPQH (or working towards) | | ✓ | A I |

School leadership and management experience

| | | | |
|--|---|---|-------|
| Successful leadership as a Headteacher | | ✓ | A R I |
| Recent successful leadership as a Deputy Headteacher or Assistant Headteacher | ✓ | | A R I |
| Demonstrate an understanding of the role of the Governing Board | ✓ | | A R I |
| To have taken an active involvement in school self-evaluation and development planning | ✓ | | A R I |
| To have implemented and developed a whole school initiative | ✓ | | A R I |
| An active involvement in financial management of a primary school | | ✓ | A R I |
| Knowledge and understanding of strategic financial planning and budgetary management in relation to their contribution to school improvement and pupil achievement | | ✓ | A R I |
| To have had responsibility for policy development and implementation | ✓ | | A R I |



| | | | |
|--|---|--|-------|
| To have had experience of and ability to contribute to staff development across EYFS and KS1 (e.g. coaching, mentoring, INSET for staff) | ✓ | | A R I |
| Has an in-depth knowledge of the protection and safeguarding of children. Has up-to-date knowledge and understanding of relevant legislation and guidance in relation to working with, and the protection of, children and young people. | ✓ | | A I |
| Understands how knowledge of our diverse community can help us to deliver effective education and knows ways to reduce disadvantage; challenges behaviours and processes which do not support the school's diversity work. | ✓ | | A I |

Experience and knowledge of teaching

| | | | |
|---|---|---|-----|
| Experience of teaching in more than one school | | ✓ | A |
| Significant, successful teaching experience within EYFS and / or KS1 | ✓ | | A R |
| To have a working and current knowledge and understanding of EYFS and KS1 curriculum and best practice | ✓ | | A I |
| To recognise good learning in the classroom and identify where support needs to be given to staff to develop their pedagogy or methodology | ✓ | | A I |
| To be able to exemplify how the needs of all children have been met through the highest quality teaching and learning | ✓ | | A I |
| Have a deep understanding of nurture, child development and the impact of early childhood experiences and trauma on children's ability to learn | ✓ | | A I |
| To be able to effectively use data, assessment and target setting to raise standards / address weaknesses | ✓ | | A I |

Professional Attributes

| | | | |
|--|---|---|-----|
| Able to demonstrate an understanding, awareness and empathy for the needs of the children and how these could be met | ✓ | | A I |
| Able to demonstrate a clear rationale for behaviour management | ✓ | | A I |
| Excellent written and verbal communication skills | ✓ | | A I |
| To be an inspiring leader of learning demonstrating, identifying, promoting and encouraging outstanding classroom practice | ✓ | | A I |
| Show a commitment to advancing equality and inclusion within the school and wider community | ✓ | | A I |
| Able to listen and respond to children and parents' views and seek out innovative ways of consulting and engaging them | ✓ | | A I |
| Experience of networking with other schools or community services to develop education for the benefit of the children in the area | | ✓ | A I |

Professional Development

| | | | |
|---|---|---|---|
| Evidence of regular, recent and appropriate professional development suitable for the role of Headteacher | ✓ | | A |
| Has successfully undertaken appropriate Child Protection training/ Designated Safeguarding Lead training | ✓ | | A |
| Has successfully undertaken approved "safer recruitment" training and is experienced in successfully recruiting staff at various levels within school | | ✓ | A |



Personal Qualities

All of the following personal qualities are considered to be essential for this. The successful candidate will be able to:

| | |
|---|--------------|
| Inspire, challenge, motivate and empower teams and individuals to achieve high goals | A R I |
| Be a positive role model at all times, a highly effective and respected representative of the school | |
| Be approachable, person-centred | |
| Demonstrate personal enthusiasm and commitment to leadership aimed at making a positive difference to children and staff | |
| Build and maintain excellent relationships through interpersonal skills and effective communication with parents, carers and the whole school community | |
| Demonstrate personal and professional integrity, including modelling values and vision | |
| Inspire trust and confidence across the school and community | |
| Prioritise, plan and organise themselves and others | |
| Be aware of their own strengths and areas for development and listen to, and reflect constructively and act upon as appropriate, feedback from others | |
| Demonstrate a capacity to work with energy and vigour | |