



**Redbridge High School**  
179 Long Lane, Liverpool L9 6AD

**Headteacher**

**Person Specification/Selection Criteria for the post of Headteacher**

Position:	Head Teacher
Pay Range:	L24-L39
Responsible to:	The School's Board of Governors

Listed below are the **personal attributes** required to fulfil the duties listed in the Job Description

**Key:** A – Application Form      I – Interview      C – Certificates/Qualification Evidence

**Note:** Candidates failing to meet any of the essential criteria will not be shortlisted for the next stage of the recruitment process

**(A) Qualifications**

Criteria	Point	Essential	Desirable	Evidence
Qualified teacher status	1	E		A, C
Degree or equivalent qualification	2	E		A, C
Qualification in SEN	3		D	A,C

**(B) Professional Development**

Criteria	Point	Essential	Desirable	Evidence
Evidence of appropriate professional development for the role of headteacher	4	E		A, I
Has successfully undertaken recent child protection training encompassing the role of Designated Safeguarding Lead so that the school meets its statutory requirements and is a safe environment for learning and promoting the well being of pupils and staff.	5	E		A, I
Has successfully undertaken the Secretary of State's Safer Recruitment Training or has a commitment to do so before taking up post	6	E		A, I, C

**(C) School leadership and management experience**

And ASD

Criteria	Point	Essential	Desirable	Evidence
Recent and successful leadership as a Headteacher, Deputy Headteacher, Head of School or Assistant Headteacher.	7	E		A, I
Ability to articulate a clear vision for the school and its future development	8	E		A,I
The ability to translate a vision into a School Improvement Plan with ambitious and challenging goals and implement it successfully	9	E		A, I
Proven successful experience of school self-evaluation and accountability and the school improvement process	10	E		A,I

Aptitude to think and plan strategically and plan for educational improvement.	<b>11</b>	<b>E</b>		<b>A, I</b>
Have a good understanding of the latest school inspection framework and demonstrate the ability to prepare staff	<b>12</b>	<b>E</b>		<b>A, I</b>
Proven experience of reviewing, evaluating and leading improvements in teaching and learning to raise standards which have positively impacted on outcomes for all pupils	<b>13</b>	<b>E</b>		<b>A, I</b>
Proven success in developing effective teams that positively drive the school forward; demonstrating the ability to inspire, challenge, motivate and empower others to carry forward a shared vision for school improvement.	<b>14</b>	<b>E</b>		<b>A, I</b>
Able to prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds.	<b>15</b>	<b>E</b>		<b>A, I</b>
Ensure that staff know and understand their professional responsibilities, are able to take difficult situations and make difficult decisions conveying outcomes clearly and with sensitivity.	<b>16</b>	<b>E</b>		<b>A, I</b>
Knowledge and understanding of strategic financial planning and budgetary management in relation to their contribution to school improvement and pupil achievement	<b>17</b>	<b>E</b>		<b>A, I</b>
Evidence of successful leadership of whole school initiatives leading to improved provision and outcomes including those with SLD, PMLD and ASD	<b>18</b>		<b>D</b>	<b>A, I</b>
Have an up to date knowledge and understanding of key legislation particularly in relation to working with and protection of children	<b>19</b>	<b>E</b>		<b>A, I</b>
Have a knowledge and understanding the wider educational agenda including national policies, statutory requirements and current local educational policy and strategy	<b>20</b>	<b>E</b>		<b>A, I</b>
Proven success in delivering staff development across the SLD,PMLD range (e.g. coaching, mentoring, INSET for staff) , developing effective teams that positively drive the school forward.	<b>21</b>		<b>D</b>	<b>A, I</b>
Evidence or experience of succession planning and commitment to Continuing Professional Development for all staff	<b>22</b>	<b>E</b>		<b>-A,I</b>
Understand how to work effectively with the Governing body demonstrating the ability to provide advice and support to the Governing Board to enable it to meet its responsibilities successfully	<b>23</b>	<b>E</b>		<b>A, I</b>
Ability to promote and maintain an environment that promotes positive behaviour and have a proven track record of the effective implementation of behaviour support and sensory integration strategies. .	<b>24</b>	<b>E</b>		<b>A, I</b>
Knowledge and understanding of pedagogical approaches to teaching and learning for pupils with SLD/PMLD and the development of early communication skills	<b>25</b>		<b>D</b>	<b>A,I</b>

**(D) Experience and knowledge of teaching**

Criteria	Point	P	Desirable	Evidence
Have significant successful experience of teaching in an SLD/PMLD school	26		D	A, I
Able to evidence, establish and sustain a high quality of teaching and to demonstrate evidence based practice	27	E		A, I
A current knowledge and understanding of whole school curriculum and all key stages represented in the school.	28	E		A, I
Experience of providing professional challenge and support to others through the Performance Management Process, recognising high performance and tackling under performance through to resolution	29	E		A, I
Experience in the leadership of effective evaluation practices that inform both curriculum development and action to improve individual pupil progress.	30	E		A, I
Exemplify how the needs of all pupils, including vulnerable groups, have been met through high quality teaching	31	E		A, I
Experience of contributing to the development and implementation of statutory policies and procedures so that the school meets its statutory requirements and is a safe environment for learning and promoting the well being of pupils and staff.	32	E		A, I,

**(E) Professional attributes**

Criteria	Point	Essential	Desirable	Evidence
Excellent written and oral communication skills (which will be assessed at all stages of the process)	33	E		A, I
Proven experience of networking with other schools and a willingness to consult and negotiate with different stakeholders involved with the school agencies.	34	E		A
Enthusiastically embraces change and innovation and promoting new technologies and strategies relevant to teaching/learning and management.	35	E		A, I
Be a leader of learning, demonstrating, promoting and encouraging outstanding classroom practice	36	E		A, I
Has a commitment to working in partnership with parents	37	E		A, I
Evidence of successfully leading large teams of professionals	38	E		A, I
Has a commitment to upholding the values of the school	39	E		A,I
Fully appreciates the importance of work/ life balance and is able to reflect on feedback	40	E		A, I
Show a good commitment to sustained attendance at work	41	E		Reference

## **(F) Professional skills based on the Headteachers' Standards 2020**

The Headteacher is expected to have a good knowledge of the Headteachers' Standards 2020 upon which the job description is based and be willing to work towards the achievement of these standards. In addition, the Headteacher will be expected to work with the governors to set annual personal objectives within the framework of these standards:

1. School Culture
2. Teaching
3. Curriculum and Assessment
4. Behaviour
5. Special Educational Needs and Disabilities
6. Professional Development
7. Organisational Management
8. Continuous School Improvement
9. Working in Partnership
10. Governance and Accountability

**The supporting statement for this application should exemplify the applicant's current knowledge of the ten standards listed above upon which the Person Specification is based. There is no expectation that a prospective headteacher will have fully attained all these standards.**

## **(G) Ethics and Professional Conduct**

All the following are essential for the post and will be assessed throughout the process.

Headteachers are expected to demonstrate consistently high standards of principled and professional conduct. They are expected to meet the teachers' standards and be responsible for providing the conditions in which teachers can fulfil them.

Headteachers uphold and demonstrate the [Seven Principles of Public Life](#) at all times. Known as the Nolan principles, these form the basis of the ethical standards expected of public office holders:

***Selflessness, integrity, objectivity, accountability, openness, honesty and leadership.***

Headteachers uphold public trust in school leadership and maintain high standards of ethics and behaviour. Both within and outside school, headteachers:

- build relationships rooted in mutual respect, and at all times observe proper boundaries appropriate to their professional position
- show tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain
- uphold fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensure that personal beliefs are not expressed in ways which exploit their position, pupils' vulnerability or might lead pupils to break the law

As leaders of their school community and profession, headteachers:

- serve in the best interests of the school's pupils
- conduct themselves in a manner compatible with their influential position in society by behaving ethically, fulfilling their professional responsibilities and modelling the behaviour of a good citizen
- uphold their obligation to give account and accept responsibility
- know, understand, and act within the statutory frameworks which set out their professional duties and responsibilities
- take responsibility for their own continued professional development, engaging critically with educational research
- take responsibility for their own self-care and well-being
- make a positive contribution to the wider education system

#### **(H) Confidential references and reports**

Positive and supportive references are required from:

1. The applicant's present school or current employer;
2. Another professional. Where the applicant is not currently employed working with children, this must be the most recent school or college employer. Local agreements may prescribe that the second professional reference is provided by a SIP or local authority adviser whenever possible.

The governors reserve the right in exceptional cases to seek additional references from other former employers where this seems appropriate.

Final confirmation of the appointment is subject to satisfactory reports on health and attendance which will be requested only after the offer of appointment has been made.

#### **(I) Application form and supporting statement**

The most up to date application form provided by the school and must be fully completed and legible. The supporting statement should be **no more than 3 A4 pages (font size 11 minimum)** and should be clear, concise and related to the post and setting applied for, paying attention to Section F and G above.

**Redbridge High School is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults. We follow safer recruitment practices to protect children. The aim of these practices is to ensure that anyone paid or voluntary who seeks to work in this school is safe to do so. Such posts will require a DBS disclosure check and references will be taken up prior to interview.**