

ROCHDALE BOROUGH COUNCIL – PERSON SPECIFICATION

Post: Headteacher

Group Size: 8

Note to Applicants:

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

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

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

The **Assessment** column shows how the panel will obtain the necessary information about you.

If the **Assessment** column says the **Application Form** next to an **Essential Criteria** or a **Desirable Criteria**, you **MUST** include in your application enough information to show **how** you meet these criteria. You should include examples from your paid or voluntary work.

AF - Application Form

I – Interview

CC – Checking of Certificates

A - Assessment

	SELECTION CRITERIA	Assessment	Essential	Desirable
	1. Training, Qualifications and Experience			
1.1	Qualified Teacher Status.	AF/CC	X	
1.2	Evidence of recent substantial commitment to personal and professional development.			
1.3	Experience of leading collaborative development work with other schools.	AF//A	X	
1.4	Successful and sustained impact as a senior leader, such as Headteacher or Deputy Headteacher or equivalent	AF//A	X	
1.5	Experience of working in more than one school or educational setting with management responsibilities.	AF//A		X
1.6	Substantial successful SEND teaching experience within the 11-19 school age range with a wide range of pupil need	AF	X	
1.7	Recent and sustained experience of school improvement.	AF//A	X	
1.8	Recent track record of leading change effectively.	AF//A	X	
1.9	Track record of using effective strategies for monitoring and evaluating the quality of teaching and pupil achievement, and meeting the special educational needs of all pupils at the school.	AF//A	X	
1.10	Track record of using successful strategies for inclusion, community cohesion and the promotion of equal opportunities.	AF//A	X	
1.11	Experience of effective school development/action planning/monitoring and evaluation processes.	AF//A	X	
1.12	Experience of working within the legislative framework for pupils with Additional Educational Needs, Special Educational Needs and/or Disability	AF//A	X	
1.13	Evidence of the ability to evaluate assessment and data to set challenging targets for improvements.	AF//A	X	
1.14	Up to date safeguarding training and knowledge of legislation for the protection of young people.	AF//A	X	
1.15	Experience of and a commitment to, system leadership, being proactive in creating partnerships with other schools, community groups and agencies to improve opportunities for children with SEND.	AF//A	X	
1.16	Experience of strategies to develop pupils' personal development, behaviour and wellbeing.	AF//A	X	
1.17	Experience in effectively managing financial resources and a delegated budget.	AF//A	X	
1.18	Experience in planning, reviewing and evaluating resources effectively.	AF//A	X	
1.19	Ability to plan, set objectives and priorities and monitor progress at an operational level.	AF//A	X	

2. Skills and Knowledge				
2.0	National Professional Qualification for Headship (NPQH)	AF/CC		X
2.1	Advanced Certificate Diploma or evidence of specialist qualification in SEN or SEN leadership			X
2.2	Awareness and understanding of issues facing co-located schools.	AF//A	X	
2.3	Evidence of an understanding of PFI and the associated issues for schools	AF//A	X	
2.4	The ability to work in accordance with the Headteacher Standards.			
2.5	Ability to enable and empower governors to fulfil their roles and responsibilities.	AF//A	X	
2.6	Ability to motivate and support all staff including development of leadership at all levels.	AF//A	X	
2.7	To inspire and lead a team effectively, delegate appropriately and manage the performance of individual staff members	AF//A	X	
2.8	Ability to develop high quality staff in line with the school improvement priorities.	AF//A	X	
2.9	Ability to articulate a clear personal philosophy for education and special education.	AF//A	X	
2.10	An ability to lead the school with a clear vision, direction and aspirations.	I/A	X	
2.11	A proven ability to establish and sustain excellent relationships with parents, pupils, governors, staff, and the wider community.	AF//A	X	
2.12	The ability to ensure agreed actions are implemented, promoting and maintaining high positive standards, monitoring progress and accountability for achievement of pupil outcomes	AF//A	X	
2.13	The ability to develop the personality of the whole child including spiritual, moral, social, cultural and academic aspects of development	AF//A	X	
2.14	Commitment to maintain and strengthen the positive ethos of the school.	AF//A	X	
2.15	Knowledge and understanding of the issues in designing and implementing a curriculum for a range of multiple additional needs, including post-16, and how these relate to the National Curriculum and future life pathways.	AF//A	X	
2.16	An up to date understanding of SEND national education policy, educational developments and the statutory and legal framework in which a school operates	AF//A	X	
2.17	Commitment to engaging and promoting the extended provision within the school, the local community and other agencies.	I/A	X	
2.18	Ability to empathise and engage with the cultural and contextual needs of local communities.	AF//A	X	
2.19	Ability to communicate clearly with a wide range of people using a variety of media.	AF//A	X	
3. Special Working Conditions				
3.1	Participate in and support a range of out of school activities.	I/A	X	
3.2	The ability to converse at ease with stakeholders in accurate spoken and written English.	AF//A	X	
4. Personal Qualities				
4.1	Flexible leadership style, hands-on when required and knowing when to delegate	I/A	X	
4.2	Leading by example, with integrity and resilience, showing compassion and empathy when dealing with issues	I/A	X	
4.3	Ability to foster an open, transparent and equitable attitude and deal effectively with difficult conversations and conflict at every level	I/A	X	
4.4	Actively promote a school that is inclusive of all children and celebrates children's uniqueness	I/A	X	

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