

## PERSON SPECIFICATION Headteacher – Richmond Methodist School

The Selection Panel will be looking for evidence that the candidate has demonstrated their ability to fulfil the following criteria within the National Standards for Headteachers. Whilst the below characteristics are assessed throughout all of the recruitment process, it is indicated when each dimension is most likely to be assessed:

<b>TECHNICAL</b>			
<b>QUALIFICATIONS AND TRAINING</b>	<b>Essential on appointment</b>	<b>Desirable on appointment (if not attained, development may be provided for successful candidate)</b>	<b>Assessment Application Interview Clearances</b>
Qualified Teacher status	<b>X</b>		<b>A C</b>
Further professional/academic study e.g. MA, SEND qualifications		<b>X</b>	<b>A C</b>
Evidence of gaining or working towards NPQH or NPQEL qualification or equivalent		<b>X</b>	<b>A C</b>
Evidence of continuous professional development used to develop self and others including recent leadership training and development	<b>X</b>		<b>A I</b>
<b>SKILLS AND KNOWLEDGE</b>	<b>Essential on appointment</b>	<b>Desirable on appointment</b>	<b>Assessment Application Interview Clearances</b>
A detailed understanding of current legislation relating to schools and of national and local education priorities	<b>X</b>		<b>A I</b>
Up-to-date knowledge of school improvement planning, evaluation, and quality assurance processes	<b>X</b>		<b>A I</b>
Knowledge of the statutory documentation and legislation applicable to the leadership and management of schools e.g child protection, the SEND Code of Practice, inclusion and health and safety	<b>X</b>		<b>A I</b>
An excellent understanding of outstanding curriculum design which embeds inclusive practices appropriate for the setting	<b>X</b>		<b>A I</b>
Knowledge of a range of effective communication strategies including for developing and maintaining high standards of attainment, behaviour, and attendance appropriate for the setting	<b>X</b>		<b>A I</b>
Up-to-date knowledge of research relating to education and of current and emerging DFE policy and accountability frameworks	<b>X</b>		<b>I</b>
<b>SAFEGUARDING:</b> Demonstrate a secure commitment to safeguarding and the welfare of children and young people and demonstrate proactive leadership in promoting wellbeing as part of a wider safeguarding culture, particularly for the school's vulnerable learners.	<b>X</b>		<b>A I C</b>
<b>SAFEGUARDING:</b> Form and maintain appropriate relationships and personal boundaries, demonstrating and maintaining appropriate authority	<b>X</b>		<b>I C</b>
<b>SAFEGUARDING:</b> Secure knowledge of current statutory safeguarding guidance for schools and understanding of the strategic and operational management of safeguarding to protect the health and wellbeing of children and young people, and staff.	<b>X</b>		<b>I C</b>

Up-to-date knowledge and understanding of the mission and distinctive nature of a Church school including knowledge of the current SIAMS framework	X		A I
A commitment to developing and maintaining a theologically rooted Christian vision and culture for a school; upholding and promoting the school's Christian ethos and playing a key role in the spiritual development of the school	X		A I C
Inclusive of all faiths and beliefs, promoting understanding and acceptance of another's world views	X		A I
<b>EXPERIENCE</b>			
	<b>Essential on appointment</b>	<b>Desirable on appointment</b>	<b>Assessment Application Interview Clearances</b>
Successful experience of workforce development, that includes performance management and the supervision of staff wellbeing and workload	X		A I
Experience of using data, and other contextual information insightfully to meet challenging targets	X		A I
Proven track record of leading inclusive practice and improving outcomes for diverse groups of learners, particularly those learners identified as vulnerable.	X		A I
Experience with whole-school organisational management, ensuring systems, processes and policies are effectively developed and implemented	X		A I
Evidence of communicating and working effectively with staff, governors and other key stakeholders in school and externally	X		A I
Experience of implementing professional development strategies for staff to ensure quality provision and outcomes for pupils	X		A I
Experience of an Ofsted inspection at a leadership level		X	A I
Experience of working in a Church school setting and/or working in partnership with a local Church setting		X	A I
Experience of SIAMS inspection at a leadership level		X	A I
<b>APTITUDE</b>			
	<b>Essential on appointment</b>	<b>Desirable on appointment</b>	<b>Assessment Application Interview Clearances</b>
The ability to develop and maintain skills to enable successful partnerships and collaborative working to improve the quality of education and outcomes for all children and young people, including those with SEND and from disadvantaged backgrounds	X		I

There will be a particular focus on the following key competencies:

<b>COMPETENCIES</b>		
<b>Key Competencies identified to be assessed</b>	<b>Essential on appointment</b>	<b>Assessment Application Interview Clearances</b>
Strategic thinking	X	I

Accepts accountability and holds others to account	X	I
Skilful communication according to audience	X	I
Respect for others	X	I
Adhering to principles and values	X	I
Building effective teams	X	I