**** Headteacher Person Specification

**Please note that Candidates will only be shortlisted if they have demonstrated that they can meet all the essential criteria**

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|  | Essential | Desirable | Tested by |
| Professional Qualifications | Qualified teacher with Qualified Teacher statusEvidence of commitment of continuing professional development relating to school leadership or curriculum development Enhanced DBS  | NPQH or equivalent | Application/document inspection |
| Relevant experience | Established leadership and teaching experience An understanding of, and commitment to, promoting and safeguarding the welfare of pupils A sound understanding of Early Years to KS2 | Leadership experience preferably in more than one setting and/ or including multiple form entry schools | Application and supporting letter/interviews |
| Culture | *We are looking for you to evidence how you have:* 1. Sustained and developed your school’s ethos and strategic direction 2. Contributed to a culture where pupils experience a positive and enriching school life whilst still upholding ambitious educational standards 3. Maintained positive and respectful relationships across the school community and a safe, orderly and inclusive environment |  | Supporting letter/interview |
| Teaching, inclusion, curriculum and assessment | *We are looking for you to evidence how you have:* 4. Contributed to high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how all pupils learn5. Contributed to the embedding of a broad, structured and coherent curriculum entitlement whilst developing curriculum leadership 6. Used data to direct school resources in the most effective way whilst empowering and trusting staff to improve the learning experience for the children 7. Sustained practices that enable all pupils, regardless of their needs and abilities to access the curriculum and learn effectively, particularly ensuring the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities |  | Supporting letter/interview |
| Behaviour and working in partnership | *We are looking for you to evidence how you have:* 8. Sustained high expectations of behaviour 9. Demonstrated positive impact on parents and carers whilst using a range of strategies to lessen the impact on the school environment10. Forged constructive relationships within and beyond the school |  | Supporting letter/interview |
| Professional development | *We are looking for you to evidence how you have:* 11. Prioritised the identification of effective and efficient direction of training for appropriate members of staff12. Ensured that professional development opportunities draw on expert provision from beyond the school, as well as from within it |  | Supporting letter/interview |
| Organisational management, governance and accountability | *We are looking for you to evidence how you have:* 13. Contributed to effective approaches to safeguarding 14. Prioritised and allocated financial resources and contributed to systems and policies that enable the school to operate effectively and efficiently 15. Ensured rigorous approaches to identifying, managing and mitigating risk16. Ensured that staff know and understand their professional responsibilities and are held to account17. Contributed to and welcomed a professional working relationship with those responsible for effective governance |  | Supporting letter/interview |
| Continued School Improvement | *We are looking for you to evidence how you have:* 18. Made use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement19. Ensured careful and effective implementation of improvement strategies, which lead to sustained school improvement over time |  | Supporting letter/interview |