Person Specification

Post – Headteacher at St Andrew's Methodist Primary School
Group Size 3: ISR Level 15 – Level 21

The **Essential Criteria** are the qualifications, experiences and 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 school will obtain the necessary information about you. If the Assessment column says Application Form next to the Essential Criteria or Desirable Criteria, you must include enough information to show how you meet these criteria.

A. Training and qualifications	**Essential**	**Desirable**	**Assessment :** A – Application I –Interview R – References P – Presentation CC-Checking of Certificates
Qualified Teacher Status	/		A/CC
Degree or equivalent	/		A/CC
Evidence of commitment to ongoing continuing professional development	/		A/R
NPQH or equivalent leadership qualification.		/	A/CC
B. Experience of teaching and school management	**Essential**	**Desirable**	**Assessment**
Significant primary teaching experience within two key stages	/		A/I/R
Experience of leadership within a school with a Religious character	/		A/I/R
Experiencing of professional leadership and management of a school that ensures compliance with the Trust Deed and enhances the Christian character of the school	/		A/I/R

Experience of supporting the establishment of a culture that promotes excellence, equality and high expectations of all pupils within a strong Christian ethos	/		A/I/R
Effective leadership experience at deputy Headteacher or senior management team level	/		A/I/R
Experience of successful implementation of strategies for raising achievement and ensuring effective teaching and assessment	/		A/I/R
Effective leadership experience as Headteacher		/	A/I/R

C. Headteacher standards	Essential	Desirable	Assessment
School Culture			
Establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community	/		
A commitment to creating a culture where pupils experience a positive and enriching school life	/		
An ability to uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life	/		
An ability to promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment	/		
Be able to ensure a culture of high staff professionalism	/		
Teaching			
To be able to establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn	/		
To be able to ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains	/		
To be able to ensure effective use is made of formative assessment	/		
Curriculum and assessment			
An ability to ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught	/		
To be able to establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities	/		

To be able to ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading	/		
To be able to ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum	/		
Behaviour			
Experience of establishing and sustaining high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils	/		
An ability to ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy	/		
Experience of implementing consistent, fair and respectful approaches to managing behaviour	/		
To be able to ensure that adults within the school model and teach the behaviour of a good citizen	/		
Additional and special educational needs and disabilities			
Experience of ensuring the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities	/		
Experience of establishing and sustaining culture and practices that enable pupils to access the curriculum and learn effectively	/		
An ability to ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs[footnote 9] and special educational needs and disabilities[footnote 10] of pupils, providing support and adaptation where appropriate	/		
An ability to ensure the school fulfils its statutory duties with regard to the SEND code of practice	/		

Professional development			
Evidence of ensuring staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs	/		
Evidence of prioritising the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development	/		
Evidence of ensuring that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning	/		
Organisational management			
Evidence of ensuring the protection and safety of pupils and staff through effective approaches to safeguarding[footnote 11], as part of the duty of care[footnote 1]	/		
An ability to prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds	/		
Experience of ensuring staff are deployed and managed well with due attention paid to workload	/		
Experience of establishing and overseeing systems, processes and policies that enable the school to operate effectively and efficiently	/		
Experience of ensuring rigorous approaches to identifying, managing and mitigating risk	/		
Continuous school improvement			
Experience of making 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 improvement	/		

Experience of developing appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context	/		
Experience of ensuring careful and effective implementation of improvement strategies, which lead to sustained school improvement over time	/		
Working in partnership			
An ability to forge constructive relationships beyond the school, working in partnership with parents, carers and the local community	/		
An ability to commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support	/		
To be able to establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils	/		
Governance and accountability			
To understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility	/		
To be able to establish and sustain professional working relationship with those responsible for governance	/		
Experience of ensuring that staff know and understand their professional responsibilities and are held to account	/		
Evidence of ensuring the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties	/		