



St Denys CE Infant School

Headteacher Person Specification



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Job Title: Headteacher		
Criteria	E/D	Measurement
QUALIFICATIONS AND TRAINING		
Qualified Teacher Status	E	1
* National Professional Qualification for Headship (NPQH)	D	1
Evidence of commitment to continuous development	E	1,2,3
EXPERIENCE		
Relevant senior leadership and management experience across the infant/ primary age range.	E	1,2,3
Experience of monitoring, evaluating, and improving teaching and learning and raising achievement for all groups of pupils through the effective use of performance management.	E	1,3
Demonstrable success in raising achievement of all children.	E	1,2,3
Experience of successful change management, including changing cultures and expectations.	E	1, 2
History of working in collaboration with other schools to realise improvement and raise standards.	E	1,2
Experience of developing and maintaining effective relationships with the local and the wider community, including parents to enhance learning and educational achievements.	E	1,2
Experience of using a range of mechanisms for working productively with the Governing Board and an understanding of its statutory duties.	E	1,2
Experience of collaborating effectively with school governors to manage finance and provide value for money in challenging economic circumstances.	D	1,2
Experience of SEND leadership & integration of best practice across the school.	E	1,2
Experience in how Christian values are embedded with a whole school approach.	D	1,2
Experience of teaching/leading in a Church school.	D	1,2
Experience of leading effective collective Christian worship.	D	1,2,3

KNOWLEDGE AND UNDERSTANDING		
Knowledge of systems for school self-evaluation, effective monitoring, and inspection.	E	1,2
Understanding of employing performance management techniques to achieve high quality teaching and learning and school improvement.	E	1,2
Sound up to date knowledge of developments in education, teaching and learning, SEND, inclusion and best practice	E	1,2
A sound understanding of the Early Years Foundation Stage and Key Stage One.	E	1,2
Knowledge of statutory requirements for SEND provision.	E	1,2
Knowledge of current legal requirements, including health and safety, national policies and guidance on the safeguarding and promotion of the wellbeing of children.	E	1,2
Knowledge of whole school curriculum development and progression.	E	1,2
Understanding budgetary information and ability to think strategically and to plan effectively both in the short and long term.	D	1,2,3
Understanding of the environment within which the school operates – at national and local level.	D	1,2
Basic knowledge of health and safety and employment law.	D	1,2
Understanding of equal opportunities and being able to put this into practice.	E	1,2
Understand the role of the school in the community and actively seek to develop a greater collaboration with its members.	E	1,2
SKILLS AND ABILITIES		
Ability to formulate a clear strategic vision for school improvement and translate this into strategic objectives, longer term plans, and specific outcomes.	E	1,2
Able to initiate and manage change and improvement in pursuit of higher standards.	E	1,2
Able to provide professional direction to the work of others so that they can prioritise, plan and organise their own work.	E	1,2
Able to devolve responsibilities and delegate tasks.	E	1,2,3
Able to monitor performance to ensure high standards and the development of professional practice among school staff.	E	1,2
Able to deal with under performance in a robust and effective manner.	E	1,2

Excellent communication skills and the ability to adapt style to suit the audience.	E	1,2,3
Create an atmosphere of open communication where people feel able to express opinion and know their views will be respected.	E	1,2
Able to think analytically and use numerical, financial, and other data (e.g. inspection, benchmarking, and research findings) to make informed decisions	E	1,2,3
Able to develop and promote a positive image of the school.	E	1,2
Creativity and imagination to anticipate and solve problems and identify opportunities for the school.	E	1,2,3
PERSONAL ATTRIBUTES		
Demonstrate enthusiasm for and commitment to the role; along with reliability, absolute integrity, and a passion for education.	E	1,2,3
Demonstrate flexibility and an ability to adapt to changing circumstances and innovative ideas.	E	1,2,3
Create a strong, positive personal impact, conveying authority, confidence, approachability, warmth, and humour.	E	1,2,3
To attain credibility and earn respect from all members of the school community.	D	1,2
Emotional Resilience	E	1,2,3
EQUAL OPPORTUNITIES		
Evidence of a commitment to inclusion and equal opportunities for all pupils in the school, including British values.	E	1,2
A determination to achieve the highest personal and educational achievement for every child.	E	1,2,3
An understanding of a Headteacher's commitment to safeguarding.	E	1,2

Person Specification Key:

E = Essential; D = Desirable

1 = From written application, documentary evidence, including Ofsted reports, and references.

2 = Formal interview.

3 = Interview tasks.

Required Satisfactory DBS check.

Applicants will be required to undertake pre-employment checks which will include a declaration that neither they, nor anyone who lives in the same household, is a disqualified person under the Childcare (Disqualification) Regulations 2009 as other necessary checks.

*It is no longer mandatory for all first-time headteachers to have been awarded the National Professional Qualification for Headship (NPQH) before being appointed to the post. However, NPQH is a credible threshold qualification, which signals readiness for headship.