

Person Specification

Headteacher

St Luke and St Philip's Church of England Primary Academy

Salary: Leadership L15-L19

Reporting to: CEO

Deployed by: CEO

Prepared by:	Laura Wright-Dixon	Approved by:	Peter Ashworth
Prepared on:	17/03/2026	Approved on:	18/03/2026
Reviewed by HR:	Laura Wright-Dixon	Permitted use:	Cidari Primary Academies
Reviewed on:	17/03/2026	Applicable Terms	STPCD & Burgundy Book

Selection decisions will be based on the criteria below. At each stage of the process an assessment will be made by the appointment panel to determine the extent to which the criteria have been met and the ability to fulfil the job description for the post.

Candidates failing to meet any of the essential criteria will automatically be excluded at any stage of the process.

The appointing panel will use a combination of assessment tools to determine each candidate's suitability and the extent to which the criteria have been met. These assessment tools include (but are not limited to) the application form, supporting statement, information gathered during the interview process and references.

The applicant will be required to safeguard and promote the welfare of children and young people

[A] Faith Commitment

		Essential/ Desirable
A1	Regular involvement in a Christian church, with an active commitment to Christian faith and values.	E

To be able to demonstrate their knowledge and understanding of the following in the context of a Church school.

		Essential/ Desirable
A2	Strategic thinking and planning that builds, communicates and carries forward a coherent and shared Christian vision for the school	E
A3	Ways to ensure that the Christian vision enables the flourishing of pupils and adults within the school and its community	E
A4	Leading school worship	E
A5	Ways of developing the effectiveness of religious education and the impact of collective worship	E





A6	How relationships should be developed and strengthened between the school, the Diocese of Blackburn and the wider church community	E
A7	Ways of leading the spiritual development of all the school community	E

[B] Qualifications

	Qualification requirements	Essential/ Desirable
B1	Qualified teacher status	E
B2	Degree	E
B3	M.Ed, NPQH / PTC	D

[C] Professional Development

		Essential/ Desirable
C1	Evidence of recent and appropriate professional development for the role of Headteacher (for a first time head) Or Evidence of ongoing leadership and management professional development (if a serving head)	E
C2	Up to date safeguarding training and knowledge of legislation for the protection of young people	E

[D] School leadership and management knowledge and experience

		Essential/ Desirable
D1	Successful experience in a senior leadership role within a school (for example Assistant Headteacher, Deputy Headteacher or equivalent)	E
D2	Successful leadership as a Headteacher	D
D3	Successful leadership as a Deputy Headteacher	D
D4	Evidence of successfully leading school improvement	E
D5	Evidence of the application of strategies to review, evaluate and improve teaching and learning	E
D6	Experience of leading curriculum development	E
D7	Experience of monitoring staff performance	E
D8	Experience of effective budget management and financial analysis	E
D9	An understanding of strategic financial planning in relation to its contribution to school improvement and pupil achievement	D
D10	The ability to provide support and advice to the Governing Board to enable it to meet its responsibilities	E
D11	To have had experience of guiding, mentoring or training individuals or teams	E
D12	Maintains good awareness of current national education policy and strategy	E



[E] Experience and knowledge of teaching

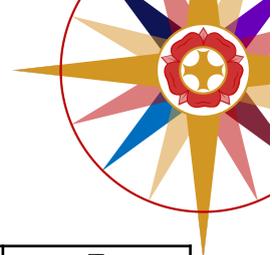
		Essential/ Desirable
E1	Proven excellence in teaching pupils in the primary phase	E
E2	To have a working and current knowledge and understanding of all 3 Key Stages in the primary phase	E
E3	Can effectively analyse school data and identify appropriate actions which then form part of the school improvement plan	E
E4	Commitment to ensuring inclusion and addressing diversity positively	E
E5	A sound understanding of how children learn, how teachers can best teach and how to raise achievement for all pupils	E
E6	Experience of teaching in more than one school or Academy.	D
	Experience of teaching in a school or Academy in similar circumstances/ serving a similar community.	D

[F] Professional Attributes

		Essential/ Desirable
F1	Strong behaviour management skills	E
F2	An ability to communicate effectively, both orally and in writing, with a range of audiences	E
F3	To be a leader of learning; demonstrating, promoting and encouraging excellent classroom practice	E
F4	A commitment to the professional development for all staff, and self	E
F5	Have a good commitment to sustaining regular attendance at work	E
F6	To be able to assess and balance risks and opportunities	E
F7	An ability to engage and work collaboratively with parents and carers.	E
F8	The ability to plan, prioritise and organise self and others	E

[G] Personal Qualities

		Essential/ Desirable
G1	A passion for achieving the very best outcomes for all children	E
G2	A clear vision for an innovative, progressive and forward thinking school	E
G3	The ability to communicate the clear vision for the school to all people	E
G4	The capacity to provide inspirational, enthusiastic and innovative educational leadership	E



G5	A caring and considerate attitude towards children, which values each child's potential and recognises each child as an individual.	E
G6	Flexibility, initiative and personal responsibility to maintain a positive attitude in the face of a challenging and demanding job	E
G7	An ability to establish effective working relationships with a wide and diverse range of people including pupils, parents, Governors, colleagues, other professionals and wider community	E
G8	The ability to inspire confidence	E
G9	Excellent interpersonal skills	E
G10	The ability to perform effectively under pressure	E
G11	The ability to build, create and then communicate a clear vision for the school	E
G12	Think analytically and creatively and demonstrate initiative in solving problems	E
G13	Be aware of their own strengths and areas for development and listen to, and reflect constructively and act upon as appropriate, feedback from others	E

[H] Safeguarding

		Essential/ Desirable
H1	Displays commitment to the protection and safeguarding of children and young people	E
H2	The ability to form and maintain appropriate relationships and personal boundaries with young people	E
H3	Has up to date knowledge and understanding of relevant legislation and guidance in relation to working with and protection of children and young people	E
H4	Will co-operate and work with relevant agencies to protect young people	E

[I] Professional Skills

Each candidate will be expected to demonstrate knowledge and understanding of the Headteachers' Standards 2020 which also form the basis of the Job Description. Candidates will be expected to show evidence of having applied this knowledge and understanding in their current setting as well as an awareness of how this will be applied to this role with consideration to the context of the school as a member of Cidari.

[J] Confidential References and Reports

J1	Positive and supportive faith reference from the priest/ minister where the applicant regularly worships <i>Candidates who do not use their Parish priest/minister must give an explanation in the letter of application</i>	E
J2	Positive recommendation from all referees, including current employer	E

[K] Application Form and Supporting Statement



Applications will only be accepted when using a Cidari online application form through the designated recruitment platform. The supporting letter/statement must be submitted as a PDF with a font size no smaller than 11pts and limited to 3 pages. It should be clear, concise and related to the job description and person specification. It should have particular reference to your own experience explaining how as a Headteacher you will motivate and work with others to create and sustain a school vision and positive ethos that will also add value to the development of wider Trust.