



Stoke Prior First School

Headteacher Person Specification

Evidence for the qualities below will be gathered from the Application Form (A), Interview (I), Tasks undertaken during the interview day (T)

Criteria	Essential or Desirable?	Evidence
Qualifications		
1. Qualified Teacher Status.	E	A
2. Evidence of a mindset of continuing professional development.	E	A, I
3. A thorough and up to date knowledge of safeguarding procedures.	E	A, I
4. NPQH or a willingness to undertake it.	D	A, I
Experience of Senior Leadership and Management		
5. Successful senior leadership and management experience in a First or Primary school as either a Headteacher or a Deputy Headteacher.	E	A, I
6. Proven ability and excellence as a teacher at EYFS / KS1 and KS2.	E	A, I
7. Experience of working in a successful partnership with a Governing Body.	E	A, I
8. Experience of leading, motivating, inspiring others to achieve agreed targets and reach high expectations.	E	A, I

9. Commitment to develop staff to be the best they can be for their own personal development and for the benefit of pupils.	E	A, I
10. Experience of successfully leading whole school improvement.	E	A, I

Strategic Direction

11. Ability to develop, articulate and implement clear and coherent strategic direction and vision.	E	A, I
12. Experience of school self-evaluation and effective development planning to achieve the strategic aims of the school.	E	A, I
13. Ability to build on an existing successful strategy to achieve further improvement.	E	A, I
14. Experience of effective strategic financial planning and budget management to ensure the best use of school budgets and resources and the achievement of the strategic direction and aims.	E	A, I
15. Desire to follow an outward facing approach to continue to build and develop an engaging and innovative curriculum and ensure the school is a leader in education	D	A, I

Values and ethos

16. A commitment to the ethos and values of the school.	E	A, I, [T]
17. Ability to create and maintain a positive and caring school and learning environment which promotes good behaviour and celebrates success.	E	A, I
18. Commitment to continue the school's current inclusive and nurturing ethos and culture and to bring forward new ideas to build upon this further in the future.	E	A, I
19. A commitment to the highest educational and personal achievement for every child.	E	A, I

Quality of Education

20. Commitment to continuing the development of a curriculum that is varied and rich as well as appropriately challenging and stretching for all pupils according to their needs.	E	A, I
21. Ability to build on the current high quality of teaching and learning to continue to improve outcomes for all children.	E	A, I
22. Demonstrable ability to analyse school data and use it to implement improvements in standards of teaching and learning, to set and achieve targets and to raise outcomes for all.	E	A, I, [T]
23. Have high expectations for all pupils whether SEN, disadvantaged, gifted and talented – and to implement the right strategies, processes, curriculum and support to help those pupils be the best they can be.	E	A, I
24. Experience of challenging and supporting staff underperformance in order to raise outcomes for all children.	D	A, I
Skills		
25. A team player with a willingness to work collaboratively, and build effective relationships, with a range of stakeholders: parents / carers, other education establishments (such as the Bromsgrove Network), other partners (such as BAM, our PFI partner), and the local community.	E	A, I, T
26. Excellent communication and interpersonal skills.	E	A, I, T
27. Excellent organisational skills.	E	A, I, T
28. Excellent delegation skills – and the ability to harness and develop the skills of others.	E	A, I
Personal Qualities		
29. Commitment to uphold the 7 principles of public life (the Nolan principles) at all times (selflessness, integrity, objectivity, accountability, openness, honesty, leadership).	E	A, I
30 A love for learning.	E	A, I, T
31. Warm, open, enthusiastic, fair and approachable.	E	I, T

32. A sense of personal commitment; a role model. Leading by example and not asking others to do something they would not be prepared to do themselves.	E	A, I
33. A positive, proactive mind-set with the ability to deal with challenging circumstances and issues (including being able to have difficult conversations with parents or other stakeholders when necessary).	E	A, I, T
34. Collaborative and growth mindset – a team player who leads from the front and has a willingness to improve themselves and all around them.	E	A, I, T