

## PERSON SPECIFICATION/SELECTION CRITERIA FOR HEADTEACHER IN COBBS INFANT & NURSERY SCHOOL

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

**Note:** *Candidates failing to meet any of the essential criteria will automatically be excluded*

### **[A] Qualifications & Professional Development**

	Essential	Desirable	Source
Qualified teacher status	E		A
Honours Degree	E		A
Evidence of appropriate professional development for the role of headteacher	E		A/I/R
NPQH or commitment to complete (or equivalent)		D	A
Has recently undertaken appropriate Child Protection training/ Designated Senior Person training		D	A/I

### **[B] Experience**

	Essential	Desirable	Source
Recent successful leadership as a deputy Headteacher or assistant Headteacher or equivalent	E		A/I/R
Substantial and successful experience in a senior leadership role including curriculum development, monitoring and assessment	E		A/I/R
Experience of school self-evaluation, effective monitoring and inspection.		D	A/I/R
Experience of working effectively and in partnership with Governors, parents and the wider community		D	A/I/R
Knowledge and understanding of strategic financial planning and budgetary management in relation to their contribution to school development and pupil achievement.		D	A/I/R
Experience of successful implementation of strategies to continually improve teaching and learning.	E		A/I/R
Experience of responsibility for policy development and implementation		D	A/I/R
Experience of and ability to lead staff development across the primary range. (E.g. coaching, mentoring, INSET for staff).	E		A/I/R
Experience of teaching in more than one school		D	A/I/R
Significant teaching experience within two key stages including early years		D	A/I/R

### **[C] Knowledge**

	Essential	Desirable	Source
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Good knowledge and understanding of what constitutes an effective school and have the necessary skills of leadership and management to help maintain and further improve such a school	E		A/I/R
Knowledge and understanding of early education	E		A/I/R
Knowledge of the statutory requirements and other relevant legislation relating to school leadership and management		D	A/I/R
Knowledge of ways to build, communicate and implement a shared vision	E		A/I/R
Knowledge of how to meet the needs of all pupils (including SEN) through high quality provision/teaching.	E		A/I/R
Knowledge of new technologies, their use and impact including social media		D	A/I/R
Knowledge of the work of other agencies and opportunities for collaboration		D	A/I/R

#### **[D] Skills & Abilities**

	Essential	Desirable	Source
Ability to have a vision of the overall aims and direction of a successful school and be able to communicate these in order to inspire and motivate others	E		A/I/R
Ability to manage and monitor budgets (including nursery funding) and deploy human resources.		D	A/I/R
Ability to access and analyse relevant data and to use this information to set priorities and determine school action	E		A/I/R
Ability to lead with optimism, continually building and developing positive relationships	E		A/I/R
The ability to relate positively to all stakeholders and inspire high quality teaching, learning and behaviour	E		A/I/R

#### **[E] Leading Learning and Teaching**

	Essential	Desirable	Source
A strong understanding of what contributes to successful learning and the ability to promote the most effective teaching strategies to bring this about	E		A/I/R
Ability to acknowledge teaching excellence and challenge any underperformance across the school to improve the quality of learning	E		A/I/R
Ability to motivate others to engage pupils to maximise learning opportunities and outcomes, ensuring equal opportunities for all	E		A/I/R
Ability to secure excellent pastoral care, behaviour and good attendance for the whole school community	E		A/I/R
Evidence of developing and implementing strategies for school improvement, including data analysis, target setting and strategies for improving the quality of teaching and learning for all pupils	E		A/I/R

**[F] Leadership, Collaboration, & Managing the Organisation**

	Essential	Desirable	Source
Ability to lead sensitively a diverse school community.	E		A/I/R
A highly visible presence and good role model who inspires confidence and trust, empowering and motivating all stakeholders	E		A/I/R
Plan, organise and exercise sound judgement and communicate and delegate effectively	E		A/I/R
Commitment to support the school participation in community activities		D	A/I/R

**[G] Securing Accountability, Safeguarding**

	Essential	Desirable	Source
Committed to working with the Governing Body and LA to enable it to meet its statutory responsibilities	E		A/I/R
Able to present an accurate and understandable account of the school's performance to stakeholders	E		A/I/R
Commitment to safeguarding and promoting the welfare of children	E		A/I/R
Ability to maintain and develop a 'culture of vigilance' with regard to safeguarding and child protection	E		A/I/R

**[H] Personal Qualities**

	Essential	Desirable	Source
Is approachable, listens and responds to members of the school community to support the school's vision	E		A/I/R
Ability to prioritise and manage time appropriately, being able to work under pressure and in changing circumstances	E		A/I/R
Is self-motivating and achieves challenging professional goals.	E		A/I/R
Demonstrates enthusiasm for, and commitment to, the role; along with reliability, integrity and a passion for education.	E		A/I/R
Demonstrates an ability to manage the wellbeing of others and self in a high performing environment.	E		A/I/R

**[I] Confidential References**

	Essential	Desirable	Source
Positive recommendation from all referees, including current employer	E		R

**[J] Application Form and Supporting Statement**

The form must be fully completed and legible. The supporting statement should be clear, concise and related to the specific post.