***Dundale Primary School & Nursery***

**Person Specification and Personal Statement**

A candidate will only be considered for shortlisting and move forward in the remaining person specification criteria if they **meet the first 7** of the Qualifications, Knowledge and Experience and Professional Development sections. It is important to provide examples using the STAR acronym (**s**ituation, **t**ask, **a**ction, **r**esult) relating to the person specification criteria.

Ensure to evidence additional aspects such as training, qualifications together with your background and experience within the personal statement.

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| **Criteria** | Essential or Desirable |  Determination From |
| Application | Interview | Tasks | References |
| **Qualifications, Knowledge and Experience** |
| Qualified Teacher Status | **E** | **✓** |  |  |  |
| Degree or Equivalent | **E** | **✓** |  |  |  |
| Knowledge, skills and evidence of successful experience and implementation of working with Early Years Foundation Stage / KS1 and KS2 pupils and staff  | **E** | **✓** |  |  |  |
| Recent successful leadership as a Head, Deputy or School Improvement Lead | **E** | **✓** |  |  |  |
| Has current training for Child Protection and Designated Safeguarding Lead and has successfully undertaken the role within the school setting | **E** | **✓** |  |  |  |
| **Professional Development** |
| Evidence of appropriate and recent professional career development for the role of Headteacher | **E** | **✓** |  |  |  |
| Evidence of recent leadership and management operational training and development  | **E** | **✓** |  |  |  |
| Has successfully undertaken approved safer recruitment training | **D** | **✓** |  |  |  |
| Has a commitment to using educational research to inform role as Headteacher and to continue own personal development | **E** | **✓** | **✓** |  |  |
| **Leadership Skills** |
| Ability to articulate a clear vision for the future focussed on providing an excellent education for our pupils | **E** | **✓** | **✓** | **✓** |  |
| Proven record of inspiring, enabling and motivating others to succeed in an inclusive environment | **E** | **✓** | **✓** |  | **✓** |
| Able to devolve responsibilities, delegate tasks and monitor performance to support and provide direction where necessary. | **E** | **✓** |  |  | **✓** |
| Have commitment to staff development targeted to raise standards and outcomes for all stakeholders. | **E** | **✓** | **✓** |  |  |
| Demonstrates excellent communication skills, including written and verbal communication | **E** | **✓** | **✓** | **✓** |  |
| Ability to build effective relationships with staff, parents, governors, and the wider school community | **E** | **✓** | **✓** |  | **✓** |
| **Whole School Leadership and Management Experience (EYFS and Primary)** |
| Evidence off successful leadership and leading strategic planning and managing change in pursuit of securing better outcome for children. | **E** | **✓** | **✓** |  |  |
| Demonstrable skills in listening and engaging with stakeholders including parents/carers in a range of ways on a daily basis or as a lead on specific projects to ensure access for all. | **E** | **✓** | **✓** |  |  |
| Experience and evidence of successful collaboration of working with stakeholders including governors, school improvement partners and external agencies / companies | **E** | **✓** | **✓** |  |  |
| A demonstrable understanding and commitment to fulfilling safeguarding obligations to secure a safe environment for all | **E** | **✓** | **✓** |  | **✓** |
| Evidence of successful health and safety strategies to promote and ensure the wellbeing of children and staff | **E** | **✓** | **✓** |  | **✓** |
| Evidence of working collaboratively with stakeholders to ensure an inclusive education for all | **E** | **✓** | **✓** |  | **✓** |
| Evidence of SEND knowledge, experience and successful collaboration with SEND stakeholders to secure improved outcomes for children with SEND.  | **E** | **✓** | **✓** |  | **✓** |
| A demonstrable understanding of behavioural strategies and evidence of successful implementation to ensure improved outcomes for children with challenging behaviours | **E** | **✓** | **✓** |  | **✓** |
| Evidence of developing the performance of staff through effective performance management to ensure improved outcomes for all children | **E** | **✓** | **✓** |  |  |
| Evidence of providing support and encouragement to staff for CPD and wellbeing as well as for themselves  | **E** | **✓** | **✓** |  |  |
| Experience of successful experience and implementation of a strategic plan across a whole school, identifying priorities and evaluating the impact | **E** | **✓** | **✓** |  |  |
| Evidence of successful experience and implementation of leading change across a whole school, identifying priorities and evaluation the impact | **E** | **✓** | **✓** |  |  |
| Demonstrable knowledge of strategic financial planning and budgetary management as well as evidence of successful implementation to ensure school development for all stakeholders and improved outcomes for children | **D** | **✓** | **✓** |  |  |
| Have had responsibility for whole school policy development and implementation  | **D** | **✓** | **✓** |  |  |
| **Personal Qualities** |
| Ability to demonstrate an ability, determination, and enthusiasm to ensure improved outcomes for all children in the school enabling them to fulfil their potential | **E** | **✓** | **✓** | **✓** | **✓** |
| Leads by example with integrity, resilience, and enthusiasm | **E** | **✓** | **✓** |  | **✓** |
| Demonstrates an ability to successfully engage and inspire children, staff, parents/carers and the wider community e.g., empathy, enjoyment, inclusion | **E** | **✓** | **✓** | **✓** | **✓** |
| Demonstrates an ability to challenge people and resolve performance and relationship issues | **E** | **✓** | **✓** | **✓** | **✓** |
| Leads with an adaptable leadership style, being ‘hands on’ when required balanced with knowing when to delegate | **E** | **✓** | **✓** |  | **✓** |
| Thinks creatively and imaginatively to anticipate and solve problems, and identify opportunities for the school | **E** | **✓** | **✓** | **✓** | **✓** |