



'Where everybody is somebody'

Resilience Respect Diversity Compassion Innovation



Headteacher Person Specification

Your application will be judged on its direct relevance to the following person specification; it will be judged, too, on the quality of its content and on its presentation.

Essential	Desirable
<p>Education and Qualifications</p> <ul style="list-style-type: none"> • Degree, Qualified Teacher Status and NPQH • Evidence of recent and relevant personal professional development 	<ul style="list-style-type: none"> • Evidence of further degree/post graduate study/wider relevant experience
<p>Experience</p> <ul style="list-style-type: none"> • At least 5 years' experience of successful classroom teaching • Experience of strategic leadership and currently a highly regarded Headteacher, Deputy Head, Assistant Head, Head of School or equivalent • Experience of leading curriculum areas and initiatives • Management experience of inclusion & SEND provision in a primary school setting 	<ul style="list-style-type: none"> • Experience of using assessment data to inform decision making • Experience of school leadership in a diverse, multicultural setting • Experience of school development planning, writing, delivering, monitoring • Clear understanding of the SEND Code of Practice and proven experience in overcoming barriers to learning.
<p>Leadership / Management / Teaching & Learning</p> <ul style="list-style-type: none"> • A creative and innovative management style, able to find creative solutions • Experience in the use of effective behaviour management strategies to promote high standards of behaviour and attendance • Able to consistently celebrate success but be unafraid to challenge and question underperformance 	<ul style="list-style-type: none"> • Evidence of managing the introduction of innovative or research based actions, which have led to improvements in wellbeing, behaviour, or teaching and learning • Experience of working in a diverse multi-cultural setting • Experience of an Ofsted inspection at leadership level • Participation in collaborative partnerships with other schools and organisation



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Essential	Desirable
<ul style="list-style-type: none"> • Strong analytical ability – able to analyse data and use to inform planning, highlight underperformance and monitor actions to improve outcomes • A strategic thinker, able to focus on ‘the big picture’ and include knowledge of current educational developments • Able to lead, motivate, support and challenge in order to raise standards • A commitment to the wellbeing of pupils and staff and their work/life balance • Able to articulate theories of teaching and learning, to give strong feedback on classroom performance • Ability to consult & negotiate effectively with different stakeholders involved with the school, including pupils and parents • Ability to set and achieve challenging targets for the school, teachers and pupils • Experience of recruiting, selecting and deploying staff • Manage the efficient & effective day to day running of the school to ensure a safe and secure environment 	<ul style="list-style-type: none"> • A commitment to promoting and marketing a school • Experience of finding ways to reduce staff workload • Evidence of promoting initiatives to maintain and improve the wellbeing of staff and pupils • Able to have regard for own wellbeing and able to seek help when needed • Knowledge of PiXL, My Concern and Insight
<p>Skills</p> <ul style="list-style-type: none"> • An outstanding classroom teacher with the ability to make and articulate critical evaluation • Excellent inter-personal skills, able to listen and communicate effectively • Effective decision maker with good judgement on when to modify and when to maintain a position • Ability to take the initiative, empower individuals and build strong teams • Excellent time management, organisational and delegation skills 	<ul style="list-style-type: none"> • Involvement in presenting CPD training or in performance monitoring • Experience of working successfully with groups such as governors/PTA/extended schools’ group, fundraisers and community project groups • Experience of working with other professional agencies, learning networks and partnerships • Experience of managing building projects



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Essential	Desirable
<ul style="list-style-type: none"> • Ability to set, interpret, monitor & manage a budget • Proactive attitude to ICT both to support the curriculum and as a communication and management tool • Ability to raise aspirations • Ability to maintain an environment which presents good behaviour, discipline & celebrates success • Outward looking and innovative in striving to promote school improvement • Ability to work effectively with the Governing Body of the school to drive school improvement 	<ul style="list-style-type: none"> • Experience of managing, monitoring & revising services & resources to achieve best value • Involvement in driving remote learning for pupils, maximising engagement and ensuring progress for all
<p>Safeguarding Children</p> <ul style="list-style-type: none"> • Extensive knowledge and experience of current child protection and safeguarding procedures • Enhanced DBS clearance • Experience as designated safeguarding lead/deputy designated safeguarding lead • Ability to demonstrate commitment to safeguarding and promoting the welfare of children • Evidence of actively maintaining a safe and well-ordered school environment 	<ul style="list-style-type: none"> • Current 'Safer Recruitment' training
<p>Attributes and Values</p> <ul style="list-style-type: none"> • Personal qualities of commitment, integrity, flexibility and enthusiasm • Be committed to maintain the ethos and community spirit of Hawthorn Tree School 	<ul style="list-style-type: none"> • Able to show creativity and excitement about the curriculum and its possibilities for enhancing learning and raising aspirations • A good judge of character, able to distinguish between a genuine problem and a lack of commitment



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Essential	Desirable
<ul style="list-style-type: none"> • Demonstrate a professional attitude, with qualities of high integrity, honesty, openness, objectivity and accountability • Be able to make difficult decisions when necessary but do so with professionalism • Open and approachable with a vision that inspires others • Able to demonstrate good humour, adaptability and empathy • Able to articulate their vision and inspires others • A robust disposition that shows energy and resilience alongside warmth and tolerance • Able to lead by example and champion the promotion of personal, social, moral, cultural and spiritual development of pupils • Committed to safeguarding and equality • Committed to maintaining confidentiality at all times • Ability to work under pressure and prioritise effectively • Committed to their own continuing professional development and that of others 	<ul style="list-style-type: none"> • Evidence of promoting initiatives to improve the wellbeing of staff and pupils

Hawthorn Tree School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful applicant will be subject to an enhanced DBS check, medical clearance and social media check. All shortlisted candidates will need to verify their eligibility to work in the UK at interview. References will be requested prior to interview. In accordance with Part 7 of the Immigration Act 2016 (Fluency Duty), the ability to converse at ease with customers and provide advice in accurate spoken English is essential for the post.