



## Person Specification/ Selection Criteria for a Head Teacher at Leverhulme Community Primary 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 (Source key: A = Application, I = Interview, R = Reference, AC = Assessment Centre)**

### [A] Qualifications

| Qualification requirements | Essential | Desirable | Source |
|----------------------------|-----------|-----------|--------|
| Qualified teacher status   | E         |           | A      |
| Degree or equivalent       | E         |           | A      |
| NPQH                       |           | D         | A      |

### [B] Professional Development

|  |   |  |   |
|--|---|--|---|
| Evidence of regular, recent and appropriate professional development for the role of Head Teacher  | E |  | A |
| Has successfully undertaken the Secretary of State's (NCSL, CWDC or local authority) approved "safer recruitment" training or has a commitment to do so within 12 months of taking up post | E |  | A |
| Has successfully undertaken appropriate Child Protection training/ Designated Senior Person training   | E |  | A |

### [C] School leadership and management experience

|  |   |   |     |
|--|---|---|-----|
| Successful leadership as a Head Teacher  |   | D | AIR |
| Recent successful leadership as a deputy Head Teacher  | E |   | AIR |
| Demonstrate an understanding of the role of the Governing Board  | E |   | AIR |
| To have taken an active involvement in school self evaluation and development planning   | E |   | AIR |
| To have implemented and developed a whole school initiative  | E |   | AIR |
| An active involvement in financial management of a primary school.   |   | D | AIR |
| Knowledge and understanding of strategic financial planning and budgetary management in relation to their contribution to school improvement and pupil achievement | E |   | AIR |
| To have had responsibility for policy development and implementation   | E |   | AIR |
| To have had experience of and ability to contribute to staff development across the primary range. (E.g. coaching, mentoring, INSET for staff)                     | E |   | AIR |

## [D] Experience and knowledge of teaching

|   |          |          |               |
|---|----------|----------|---------------|
| Experience of teaching in more than one school  |          | <b>D</b> | <b>AIR</b>    |
| Significant, successful teaching experience within the primary phase  | <b>E</b> |          | <b>AIR</b>    |
| To have a working and current knowledge and understanding of all 3 Key Stages in the primary phase                  | <b>E</b> |          | <b>AIR</b>    |
| To be able to effectively use data, assessment and target setting to raise standards/address weaknesses             | <b>E</b> |          | <b>AIR/AC</b> |
| To be able to exemplify how the needs of all pupils have been met through the highest quality teaching and learning | <b>E</b> |          | <b>AIR</b>    |

## [E] Professional Attributes

|   |          |  |               |
|---|----------|--|---------------|
| Demonstrate an understanding, awareness and empathy for the needs of the pupils at Leverhulme Community Primary School and how these could be met                                   | <b>E</b> |  | <b>AIR</b>    |
| Able to demonstrate a clear rationale for relationships and behaviour management and a proven track record of the effective implementation of a range of strategies to support this | <b>E</b> |  | <b>AIR</b>    |
| Excellent written and verbal communication skills (which will be assessed at all stages of the process)   | <b>E</b> |  | <b>AIR/AC</b> |
| To be an inspiring leader of learning demonstrating, promoting and encouraging outstanding classroom practice   | <b>E</b> |  | <b>AIR</b>    |
| Show a strong commitment to sustained attendance at work  | <b>E</b> |  | <b>AIR</b>    |
| Show a clear drive to advancing equality and inclusion within the school and wider community  | <b>E</b> |  | <b>AIR</b>    |

## [F] Professional Skills

(Based on the National Head Teacher Standards 2020).

The Head Teacher is expected to address the National Head Teacher Standards (2020).

**Candidates are therefore asked to structure their Supporting Statement under the following Domain headings :**

- **Culture and Ethos**
- **Curriculum and Teaching**
- **Organisational effectiveness including Governance and Accountability**

## [G] Personal Qualities

All of the following personal qualities are considered to be essential for this post and will be assessed through interview/reference and assessment centre tasks

|   |
|---|
| Continue to promote strong educational philosophy and values at Leverhulme Community Primary School |
| Inspire, challenge, motivate and empower teams and individuals to achieve high goals                |
| Be a positive role model at all times, a highly effective and respected representative of           |

|   |
|---|
| Leverhulme Community Primary School   |
| Be approachable and person centred  |
| Demonstrate personal enthusiasm, drive and commitment to leadership aimed at making a positive difference to children and young people and staff  |
| Build and maintain authentic quality relationships, through effective interpersonal skills and clear non-judgemental communication with parents and carers and the whole school community |
| Demonstrate personal and professional integrity, including modelling values and vision  |
| Inspire trust and confidence across the school and community  |
| Prioritise, plan and organise themselves and others well  |
| Be aware of their own strengths and areas for development. Listen to, reflect constructively and act upon, as appropriate, feedback from others   |
| Demonstrate a capacity to work with energy and vigour   |

## [H] Confidential References and Reports

|  |   |
|--|---|
| Positive recommendation from all referees, including current employer  | E |
| A supportive reference from the Local Authority, if possible, or a further supportive professional reference | E |

## [I] 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, following the guidance outlined in section F above.*

*The supporting statement to be no more than 3 sides of A4, Arial point 11.*

|  |     |
|--|-----|
| <p><b>Safeguarding</b><br/>Displays a clear commitment to the protection and safeguarding of children and young people<br/>Has up-to-date knowledge and understanding of relevant legislation and guidance in relation to working with, and the protection of, children and young people</p>   | AIR |
| <p><b>Promoting Equality and Diversity</b><br/>Understand how knowledge of our diverse communities can help us to deliver effective services and reduce disadvantage in the borough. Listen to contributions made to service development without prejudice. Challenge behaviours and processes which do not support the council's work to eliminate discrimination; advance equality of opportunity; and foster good relations, while being prepared to accept feedback about own behaviour.</p> | AIR |
| <p><b>Customer Care</b><br/>Listen and respond to children/young people needs, seek out innovative ways of consulting and engaging them. Network with others to develop services for the benefit of the children/young people</p>  | AIR |
| <p><b>Developing Self and Others</b><br/>Coach and mentor others. Be willing to share learning and encourage others to do the same. Listen to others and respond to their needs. Apply a range of development activities to develop and train staff. Endorse the principles of Investor in People. Strives for improvement and take responsibility for own development. Be self-confident and lead by example</p>  | AIR |