

Egerton High School



Person Specification for Headteacher

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

Selection decisions will be based on the criteria below. At each stage of the process an assessment will be made by the appointment panel to determine the extent to which the criteria have been met and the ability to fulfil the job description for the post.

Candidates failing to meet any of the essential criteria will automatically be excluded at any stage of the process.

The appointing panel will use a combination of assessment tools to determine each candidate's suitability and the extent to which the criteria have been met.

These assessment tools include (but are not limited to) the application form (A), supporting statement, information gathered during the interview process (I), certificate checking (CC) and references (R).

A: Qualifications

Qualification requirements	Essential	Desirable	Source
Qualified teacher status	X		A/CC
Degree	X		A/CC
NPQH or relevant leadership qualification	X		A/CC
Postgraduate qualification in SEN leadership or education.		X	A/CC

B: Professional Development

	Essential	Desirable	Source
Evidence of recent and appropriate professional development for the role of headteacher.	X		A
Evidence of recent leadership and management professional development	X		A
Up to date safeguarding training and knowledge of legislation for the protection of young people.	X		A
Evidence of continued professional development in safeguarding, inclusion, SEND and school improvement	X		A

C: School Leadership and Management Knowledge and Experience

	Essential	Desirable	Source
Successful experience as a substantive Headteacher or interim Headteacher,		X	A
Successful leadership at Deputy Headteacher level	X		A
Proven experience of whole-school strategic leadership	X		A/I
Evidence of successfully leading school improvement	X		A/I
Experience of leading safeguarding culture and practice across a school	X		A/I

Strong understanding of SEND, EHCP processes, SEMH and inclusive practice	X		A/I
Experience of leading attendance, behaviour and inclusion strategies for children with additional needs	X		A/I
Experience of working within complex educational environments supporting children with EHCPs	X		A/I
Evidence of successful partnership working with parents/carers, external agencies and multi-agency professionals	X		A/I
Experience of leading and managing staff performance, accountability and professional development		X	A/I
Experience of using data strategically to improve outcomes, engagement, attendance and school effectiveness	X		A/I
Experience of promoting a positive safeguarding and relational culture across the whole school community	X		A/I
Experience of working effectively with Governors, Trust Boards or Accountability Boards	X		A/I

D: Experience and knowledge of teaching

	Essential	Desirable	Source
Evidence of successfully improving the quality of teaching and learning across a school	X		A/R
Experience of using progress and attendance data strategically to improve pupil outcomes and engagement	X		A/I
Strong understanding of adaptive teaching and inclusive practice to meet the needs of pupils with SEND and EHCPs	X		A/I
Experience of coaching, mentoring and developing staff to raise teaching standards and classroom practice across the school	X		A/I/R

E: Professional Attributes

	Essential	Desirable	Source
Ability to create a positive, inclusive and aspirational school culture where staff and pupils thrive	X		A/R
Ability to communicate effectively, both orally and in writing, with pupils, staff, families, governors and external professionals	X		A/I
An effective and inspirational leader of learning who promotes high expectations and excellent classroom practice across the school	X		A/I/R
Commitment to the professional development, wellbeing and accountability of all staff	X		A/I
Demonstrable ability to work collaboratively with multi-agency professionals and external partners	X		A/I
Ability to effectively plan, prioritise and lead others within a complex educational environment	X		A/I
Ability to develop and promote an ambitious, adaptive and inclusive curriculum that meets the needs of pupils with SEND and EHCPs	X		A/R
Commitment to safeguarding, inclusion and relational practice across the whole school community	X		A/I

F: Personal Qualities

	Essential	Desirable	Source
Inspirational, visible and values-led leadership with a commitment to achieving the best outcomes for all pupils	X		A/I
Ability to remain resilient, calm and effective within a challenging and demanding environment	X		I/R
Ability to build positive and professional relationships with pupils, staff, families, governors and external professionals	X		A/I
Ability to inspire confidence, motivate others and lead teams effectively	X		A/I/R
Strong communication and interpersonal skills with the ability to engage a wide range of stakeholders	X		I
Ability to think strategically, analytically and creatively when solving problems and leading change	X		I/R
Demonstrates integrity, emotional intelligence and professional credibility	X		I
Commitment to inclusion, safeguarding and relational practice across the whole school community	X		A/I/R
Inspirational, visible and values-led leadership with a commitment to achieving the best outcomes for all pupils	X		A/I
Ability to remain resilient, calm and effective within a challenging and demanding environment	X		A/I

G: Safeguarding

	Essential	Desirable	Source
Displays commitment to the protection and safeguarding of children and young people	X		A/I/R
The ability to form and maintain appropriate relationships and personal boundaries with young people.	X		A/I/R
Has up to date knowledge and understanding of relevant legislation and guidance in relation to working with and protection of children and young people	X		A/I/R
Will co-operate and work with relevant agencies to protect young people	X		A/I/R

H: Professional Skills

Each candidate will be expected to demonstrate knowledge and understanding of the Headteachers Standards 2020 which also form the basis of the Job Description for a Headteacher in a LA school.

Candidates will be expected to show evidence of having applied this knowledge and understanding in their current setting as well as an awareness of how this will be applied in Egerton High School.

In addition, the Headteacher will be expected to work with the governors to set annual personal objectives within the framework of these standards:

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

Candidates are therefore asked to structure their supporting statement under the above headings.

I: Confidential References and Reports

Positive recommendation from current employer	E
Positive recommendation from Local Authority or MAT (as appropriate)	E

J: Application Form and Supporting Statement

*The current relevant Trafford Council application form must be fully completed and legible. **The supporting statement should not exceed 1700 words in length, be clear, concise and related to the post and setting applied for following the guidance outlined in section H above.** Where typed, Ariel font, size 11 should be used. Additional attachments, appendices or links to other documents will not be considered*