



‘AIMING HIGH TOGETHER’

Headteacher

HEADTEACHER PERSON SPECIFICATION

| Qualifications and Continuing Professional Development | Essential or Desirable | Evidence Source |
|---|-------------------------------|------------------------|
| Recognised degree or equivalent | Essential | A |
| Qualified Teacher Status | Essential | A |
| Hold NPQH or commit to undertaking this course upon appointment | Desirable | A |
| A recent and appropriate track record of professional development relating to school leadership | Essential | A |
| A track record of collaborative working with other schools | Desirable | A, I |

| Experience | Essential or Desirable | Evidence Source |
|---|-------------------------------|------------------------|
| Successful experience of teaching and leadership across the Primary stage | Essential | A, I |
| Experience of being a member of the Senior Leadership Team in a primary school | Essential | A, R |
| Proven track record in raising educational standards for all pupils in EYFS, KS1, KS2, as well as specific groups | Essential | A, I, R |
| Understanding of strategic financial planning, budgeting and resource management | Desirable | A, I |
| Commitment to fostering and developing the relationships between the school, local and wider community. | Essential | A, I |
| Proven experience of implementing effective school self-evaluation and school improvement | Essential | A, I |
| A commitment to effective continuous professional development for all | Essential | A, I |
| Ability to exemplify how the needs of all groups have been met through high-quality teaching (e.g. SEND, EAL, Most Able, PP, FSM, gender) | Essential | A, I |

| Knowledge and Skills | Essential or Desirable | Evidence Source |
|---|-------------------------------|------------------------|
| Able to articulate and share an ambitious strategic vision that gains ownership throughout the school | Essential | A, I |
| Knowledge and understanding of current education issues, regional | Essential | A, I |

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| and national developments and best practice in education | | |
| Ability to evaluate the standards of teaching and learning in school to raise standards | Essential | A, I, R |
| Ability to work successfully with the staff and Governing Board | Essential | A, I |
| Ability to strategically lead, promote and demonstrate good communication systems to a range of audiences at all levels | Essential | A, I, R |
| Experience of and a commitment to sustaining a safe, secure and healthy environment, and to promoting diversity and equal opportunities | Essential | A, I, R |
| Evidence of appropriate safeguarding training at senior leadership level | Essential | A, I, R |

| Personal Skills and Attributes | Essential or Desirable | Evidence Source |
|--|-------------------------------|------------------------|
| Reflective practitioner, able to respond to and shape the creative energies of the leadership team and others | Essential | A, I |
| Commitment to ensuring a healthy work life balance and promoting the health and wellbeing of all within our school community | Essential | A, I |
| Ability to apply analytical, creative and flexible solutions in response to the changing demands in school | Essential | A, I |
| Demonstration of a high degree of personal integrity | Essential | A, I |
| Astute with political acumen and good judgement; able to reach and justify difficult decisions | Essential | A, I |

Application Form and Supporting Statement

The form must be fully completed and legible. A supporting letter, of no more than three sides of A4 paper, font size 12, should clearly and concisely demonstrate how your experience relates to the person specification.

Confidential References and Reports

Written references will be requested to confirm experiences, professional and personal knowledge, skills and abilities.

Proof of qualifications will be required at interview.

There must be a positive recommendation from your current employer.