



## Headteacher Person Specification 2019

The person specification below shows the key abilities and skills we are looking for in a Headteacher. The selection panel will shortlist candidates on the basis of how well they meet the requirements of this person specification. We are looking for candidates who demonstrate knowledge and understanding of each area, and show evidence of having applied (or awareness of how to apply) this knowledge and understanding in a school context

Criteria	Qualities	Essential/Desirable/	Shortlisting	Task	Interview	Presentation
<b>Qualifications</b>	• Qualified teacher status	E	√			
	• Degree	E	√			
	• NPQH or similar professional leadership qualification	D	√			
	• Level 2/3 safeguarding training	E	√	√		
<b>Experience</b>	• Substantial and successful senior leadership experience	E	√		√	
	• Successful teaching experience of the age range served by the school.	E	√		√	
	• Experience of working in a multi-cultural setting.	D	√		√	
	• Experience of developing and implementing a shared strategic vision which inspires and motivates the whole school community	E			√	√
	• Experience of working in partnership with the Governing Body to provide clear vision, direction and lead by example.	D	√		√	
	• Involvement in school self-evaluation and development planning	E	√	√	√	√



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	<ul style="list-style-type: none"> <li>• Demonstrable experience of successful line management and staff development</li> <li>• Experience of promoting high expectations and achieving high standards of pupil behaviour.</li> <li>• Experience of building leadership capacity and developing distributed leadership.</li> </ul>	E	√		√	
		D	√		√	√
		E	√		√	
<b>Skills and knowledge</b>	<ul style="list-style-type: none"> <li>• Successful experience of creating and maintaining effective partnerships with parents and the community, to enhance pupils learning.</li> <li>• Experience of managing change and the ability to demonstrate innovative thinking</li> <li>• A clear understanding of what makes good and outstanding learning and teaching in a primary school, including the Early Years Foundation Stage.</li> <li>• Ability to build a collaborative and creative learning culture with a commitment to raising standards across all abilities and age ranges</li> <li>• Experience of interrogating and utilising data and other performance measures</li> <li>• Ability to make effective use of the school's resources through prudent financial planning and budgeting and efficient organisation.</li> <li>• Effective interpersonal, communication and</li> </ul>	E	√		√	√
		D	√		√	√
		E	√		√	
		E			√	√
		D	√			
		D	√		√	√
		E	√	√	√	√



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	<p>presentation skills; both written and oral.</p> <ul style="list-style-type: none"> <li>• Ability to build effective working relationships</li> </ul>	E		√	√	√
<b>Personal qualities</b>	<ul style="list-style-type: none"> <li>• A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school</li> </ul>	E	√		√	√
	<ul style="list-style-type: none"> <li>• Ability to work under pressure and prioritise effectively</li> </ul>	E		√		
	<ul style="list-style-type: none"> <li>• Commitment to maintaining confidentiality at all times</li> </ul>	E			√	
	<ul style="list-style-type: none"> <li>• Commitment to safeguarding and equality</li> </ul>	E	√	√	√	
	<ul style="list-style-type: none"> <li>• Desire to build on existing good practices whilst implementing and managing organisational change effectively</li> </ul>	E			√	√
	<ul style="list-style-type: none"> <li>• Ability to tackle complex issues, take difficult decisions and convey outcomes clearly and sensitively.</li> </ul>	E	√	√	√	
	<ul style="list-style-type: none"> <li>• Ability to develop and nurture effective relationships with staff, parents, carers, governors and other agencies to enhance the education of all students</li> </ul>	E	√		√	√
	<ul style="list-style-type: none"> <li>• Demonstrable resilience, adaptability and ability to deal with complexity and challenge.</li> </ul>	D		√	√	√

January 2019