

Headteacher (Primary) – Person Specification

Key Competencies	
Personal Conviction	Passionate commitment
	Decision making / risk taking
	Resilience
Performance Focus	Clarity of vision
	Strategic thinking
	Analysing and information seeking
	Setting and achieving challenging goals
	Accepts accountability and holding others to account
	High expectations of self and others
Communicating	Skillful communication according to audience
	Influencing
	Building networks
	Interpersonal sensitivity
	Respect for others
	Political sensitivity
	Adhering to principles and values
Managing effectiveness	Partnership working
	Building effective teams
Personal development	Reflective
	Seeks organisational reflection

These key competences provide a wider definition of the requirements of the school and will inform recruitment decisions and ongoing review and development of the role.

Qualifications and training	Essential/ Desirable
Qualified teacher status	E
Degree	E
Evidence of continued professional development, including in leadership and management (NPQH or similar).	E
Successful completion of child protection training / designated safeguarding lead training (or willingness to undertake upon appointment).	E
Experience and skills	
Experience as an effective leader in a primary school with an ability to demonstrate successful and sustainable school improvement.	E
Experience as a highly effective Headteacher.	E
Up to date knowledge and understanding of the National Curriculum, including EYFS, and experience of curriculum design at primary level.	E

A proven track record for delivering high standards in teaching and learning.	E
Enthusiasm and expertise in developing and implementing a curriculum that underpins delivery of ambitious education for all pupils.	E
Experience of maintaining effective partnerships with the school community, in particular parents/carers.	E
A strong focus on continuous professional development for all staff.	E
Up to date knowledge and understanding of Ofsted inspection requirements.	E
Effective financial management and resource management in a primary school.	D
Ability to effectively use data, assessment and target setting to raise standards/address weaknesses.	E
Ability to demonstrate a clear rationale for behaviour management and a proven track record of the effective implementation of a range of behaviour management strategies.	E
Effective leader of learning demonstrating, promoting and encouraging outstanding classroom practice.	E
Knowledge and understanding	
A strong commitment to inclusion in its widest sense.	E
Knowledge and application of setting high expectations and monitoring progress in order to continually raise standards of teaching and learning and outcomes for pupils.	E
Demonstrable evidence of a commitment to strategic thinking that builds, communicates and carries forward a coherent and shared vision for the School.	E
Commitment to fostering and develop relationships between the School, MAT and the wider School community.	E
Personal characteristics	
Inspires, challenges, motivates and empowers teams and individuals to achieve high goals.	E
Approachable, using person-centred practice for all pupils, staff, parents and the wider community. Builds and maintains quality relationships, internal and external, through effective communication.	E
Personal and professional integrity, including the ability to model the organisational values and vision.	E
Effectively manages and resolves conflict.	E
Ability to prioritise, plan and organise themselves and others.	E
Thinks analytically and creatively, demonstrating initiative in prioritising and solving problems.	E
Aware of own strengths and areas for development with an ability to listen to, reflect and act constructively in response to feedback.	E
Empathises appropriately and takes necessary steps in relation to pupils and other members of the School community.	E
Clear impact and presence.	E
Excellent written and oral communication skills.	E
Safeguarding	
Demonstrates a commitment to all aspects of safeguarding and the welfare	E

of children and young people.	
Ability to form and maintain appropriate professional relationships and personal boundaries.	E
Emotional resilience in working with challenging behaviours.	E
Positive recommendations from all referees, including current/most recent employer and most recent school employer.	E

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