

Headteacher (Primary) – Person Specification

| Key Competencies | |
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| Personal Conviction | Passionate commitment |
| | Resilience |
| Performance Focus | Clarity of vision |
| | Strategic thinking |
| Communicating | Skillful communication according to audience |
| | Influencing |
| 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 |
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| 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 |

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| 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 of children and young people. | E |
| 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 |