

**CALDERSTONES SCHOOL**

**PERSON SPECIFICATION**

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|  | **Essential** | **Desirable** |
| 1. **EXPERIENCE**
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| Appropriate qualifications and experience to have credibility with the wide range of staff that you will lead as Head Teacher of the school – and with other stakeholders in the school’s success | E |  |
| Head Teacher or Deputy Head Teacher with at least 3 years’ experience | E |  |
| Relevant experience of leadership within an 11-18 school |  | D |
| Relevant experience within a large school |  | D |
| Evidence of leading and managing significant school change and improvement | E |  |
| Evidence of leading school improvements particularly in raising educational standards and achievement |  | D |
| Resource management |  | D |
| 1. **QUALIFICATIONS AND TRAINING**
 |  |  |
| Good honours degree/Qualified Teacher Status | E |  |
| Safer Recruitment Training |  | D |
|  | **Essential** | **Desirable** |
| Applicants applying for their first headship must hold a recently acquired National Professional Qualification for Headteachers (NPQH) upon appointment. | E |  |
| Higher qualifications in leadership and/or management |  | D |
| Evidence of relevant Continuing Professional Development and its impact | E |  |
| 1. **LEADERSHIP SKILLS AND KNOWLEDGE**
 |  |  |
| Vision and an ability to deliver to a strategy | E |  |
| Ability to inspire, innovate and motivate | E |  |
| Commitment to, and capacity to influence continuous school improvement and the achievement of excellence | E |  |
| Design of rigorous and successful school self-evaluation strategies | E |  |
| Capacity to take the school to ‘good’ or better | E |  |
| Proven leadership qualities in a demanding and changing environment | E |  |
| Commitment to build and manage high performing teams | E |  |
| Ability and commitment to work successfully with a diverse school population and wider community. |  | D |
| Clear educational vision and child-centred philosophy and evidence of its successful application | E |  |
| High expectations of self, staff and students and evidence of achieving those expectations | E |  |
|  | **Essential** | **Desirable** |
| Commitment to sustaining partnerships between students/staff/parents/other schools/the community and governors | E |  |
| Knowledge of and an ability to respond to national agendas for school improvement | E |  |
| 1. **LEADERSHIP SKILLS AND KNOWLEDGE**
 |  |  |
| Excellent organisational and management skills | E |  |
| Understanding of school financial management |  | D |
| Secure knowledge of legislation and guidance related to safeguarding children and the significance for school management | E |  |
| Ability to set clear and challenging targets | E |  |
| Ability to make and communicate decisions effectively | E |  |
| Appropriate delegation of responsibility with accountability | E |  |
| Effectively manage and resolve under-performance | E |  |
| Ability to review, reflect and improve | E |  |
| 1. **PERSONAL QUALITIES**
 |  |  |
| Clear oral communication and presentation skills to a range of audiences | E |  |
| Excellent written communication | E |  |
| Ability to motivate and inspire colleagues and maintain a high level of staff morale | E |  |
|  | **Essential** | **Desirable** |
| Flexibility to respond to the full range of job responsibilities contained in the job description – and others which may be required | E |  |
| Clear commitment to inclusion and equality of opportunity | E |  |
| Objectivity, sensitivity, resilience, emotional intelligence | E |  |
| Enthusiastic, energetic and self-motivating | E |  |

January 2017