**Headteacher – Person Specification**

*The person specification set out below outlines the key abilities and skills required for this position. The Selection Panel will assess each candidate against the criteria listed below using the following assessment tools, application form; interview/assessment activities, references and/or other employment checks.*

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| **QUALIFICATIONS AND EXPERIENCE**  | **Essential** | **Desirable** |
| 1. Qualified Teacher Status
 | X |  |
| 1. Has NPQH Qualification
 |  | X |
| 1. Extensive and highly successful teaching in a special school setting.
 | X |  |
| 1. Knowledge of whole school curriculum throughout EYFS to Key stage 5
 | X |  |
| 1. Up to date knowledge of the National Curriculum and its continuing development
 | X |  |
| 1. At least 2 years successful recent experience of school leadership (at Headteacher, Deputy Headteacher, or Assistant Headteacher)
 | X |  |

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| **STRATEGIC DIRECTION AND DEVELOPMENT OF THE SCHOOL**  | **Essential** | **Desirable** |
| 1. Is committed to establishing a collaborative and evidencing school vision of excellence and equity that sets high standards for every pupil
 | X |  |
| 1. Proven experience in analysing school data, developing strategic plans, setting targets and monitoring/evaluating progress to lead to school improvement
 | X |  |
| 1. Experience and proven ability of leading initiatives which demonstrate measurable school improvement in challenging circumstances
 | X |  |
| 1. A secure knowledge of OFSTED inspection and the post OFSTED planning process at a senior level
 | X |  |
| 1. Understand what constitutes quality in educational provision, the characteristics of effective schools, effective strategies for improvement and raising the achievement of pupils
 | X |  |
| 1. Engaging the school community in the systematic and rigorous self-evaluation of the work of the school including data analysis, financial management, and principles of best value to drive improvement
 | X |  |
| 1. Ability to inspire, challenge, believe, motivate and empower others to achieve their full potential
 | X |  |
| 1. Is committed to a strategic plan underpinned by sound financial planning in order to lead the effective management of the school’s budget.
 | X |  |

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| **LEADING TEACHING AND LEARNING**  | **Essential** | **Desirable** |
| 1. Understanding of the characteristics of an effective learning environment for children with additional needs and track record of delivering successful learning strategies to meet the needs of all pupils.
 | X |  |
| 1. Sound experience of school performance data and producing and managing the school's SEF
 |  | X |
| 1. Monitor, evaluate and review classroom practice to ensure the highest standards of effective teaching and learning.
 | X |  |
| 1. Knowledge of relevant technologies and how they might be used to enhance learning and teaching
 |  | X |
| 1. Outstanding leadership skills underpinned by energy and drive and the ability to work productively with all stakeholders
 | X |  |
| 1. To take a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of children and young people.
 |  | X |

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| **DEVELOPING SELF & WORKING WITH OTHERS**  | **Essential** | **Desirable** |
| 1. Experience in appraisal and performance management of all staff
 | X |  |
| 1. Manage own workload and that of others effectively providing support where necessary and delegating where appropriate
 | X |  |
| 1. Track record in good team building skills and challenging, influencing, motivating and supporting others to attain high standards and carry the vision forward and share accountability
 | X |  |
| 1. Track record in fostering an open, fair and friendly culture, managing conflict and be able to demonstrate emotional intelligence and sensitivity
 | X |  |
| 1. Regularly review own practice, set personal targets, and take responsibility for own personal development.
 | X |  |
| 1. Collaborate and communicate effectively with a wide range of partners and stakeholders including the Local Authority.
 | X |  |

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| **MANAGING THE ORGANISATION**  | **Essential** | **Desirable** |
| 1. Ability to manage the school efficiently and effectively on a day-to-day basis including HR, Finance and administration and ICT.
 | X |  |
| 1. Maintain an organisational structure that reflects the school’s values and processes to work effectively in line with legal requirements.
 | X |  |
| 1. Have a clear understanding of the statutory role & duties of governors and ability to work in partnership with them
 | X |  |
| 1. Implement strategies which secure high standards of behaviour, attendance, and care for others in line with the school ethos
 | X |  |

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| **SECURING ACCOUNTABILITY**  | **Essential** | **Desirable** |
| 1. Fulfil commitments arising from contractual accountability to the Governing Body
 | X |  |
| 1. Develop and present a coherent and accurate account of the school’s performance to a wide range of audiences
 | X |  |
| 1. Ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation.
 | X |  |
| 1. To lead on the effective and appropriate pastoral support to ensure that all pupils enjoy high quality education in Highfurlong.
 | X |  |
| 1. To be accountable for promoting collective responsibility within the whole school community and for contributing to the education service more widely.
 | X |  |

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| **OTHER RELATED CHARACTERISTICS**  Applicants will demonstrate that they:  | **Essential** | **Desirable** |
| 1. Are a people person who understands the value of building effective relationships and empowering others
 | X |  |
| 1. To promote and implement the extended curriculum to include educational and sports field trips and residential trips.
 |  | X |
| 1. Are approachable and with excellent communication skills in a variety of contexts including large groups and one to one situations.
 | X |  |
| 1. Work in ways that promote equality or opportunity, participation, diversity and responsibility
 | X |  |
| 1. Have the ability to challenge and confront unacceptable behaviour, while always seeking to maintain, when possible solutions that restore working relationships in the interests of pupils
 | X |  |
| 1. Have knowledge and understanding and be able to implement up to date legislation regarding safeguarding procedures to ensure the health, well being and safety of children, young people and staff.
 | X |  |