

Person Specification

1	Qualifications	Essential/ desirable
1.	DFE qualified teacher status.	E
1.2	Good honours degree or equivalent.	D
1.3	National Professional Qualification for Headteachers (if appointment is to first Headship)	D
1.4	Post-graduate qualification in Education, Education Management or a related discipline.	D

2	Knowledge	Essential/ desirable
2.1	Sound knowledge and understanding of recent education legislation and its impact on schools and the ability to anticipate future trends.	E
2.2	Understanding of a range of approaches to teaching and learning for pupils with varying abilities.	E
2.3	Sound knowledge of the National Curriculum.	E
2.4	Sound knowledge of the statutory, financial and budgetary processes required in the management of a school including best value measures.	E
2.5	A substantial knowledge, experience and enthusiasm for curriculum leadership and development, including a clear grasp of recent changes.	E
2.6	Sound knowledge of the principles and practice of quality assurance systems, including school review, self-evaluation and performance management.	E

3	Skills and abilities	Essential/ desirable
3.1	Proven ability to develop and articulate a coherent vision and formulate a plan (that sets high standards for every pupil) for the school, addressing the needs and aspirations of the school, LA and the community in order to achieve excellence.	E
3.2	Proven ability to develop and sustain an effective staffing structure for the school and to delegate tasks appropriately, monitoring their implementation.	E
3.3	The skills to ensure the successful management and implementation of change, including the development of the Extended Schools agenda.	E
3.4	Proven ability and confidence to lead, manage teams.	E
3.5	The skills to acknowledge excellence and challenge poor performance across the school.	E
3.6	Proven ability to establish and maintain collaborative working with a wide range of other professionals.	E
3.7	Proven ability to prioritise, plan and organise yourself and others.	E
3.8	Effective communication skills, including the ability to negotiate and influence effectively along with building effective relationships with the community.	E
3.9	Proven ability to identify and support own training needs and those of staff.	E
3.10	Proven ability to appreciate new technology and understand its usefulness within an educational environment.	E
3.11	Proven ability to think creatively to anticipate and identify problems/needs and construct solutions.	E
3.12	Proven ability to collect and use a rich set of data to understand the strengths and weaknesses of the work of the school.	E

4.	Training	Essential/ desirable
4.1	Evidence of extensive participation in in-service training including appropriate management development programmes or activities	E
5.	Commitment to and awareness of Equal Opportunities issues	Essential/ desirable
5.1	Proven ability to demonstrate awareness of the principles of and commitment to the promotion of equality of access, inclusion and diversity and opportunity for both staff and children, to overcoming obstacles/barriers to this and to removing practices which are counter to it.	E

6.	Commitment to the promotion of Health & Safety at Work	Essential/ desirable
6.1	Proven ability to demonstrate commitment to the promotion of safe working practises and the provision of a safe learning environment for pupils.	E
6.2	Proven ability to develop strategies for risk assessment and to evaluate risk to oneself and to others and to take appropriate action.	E

Personal Qualities

- Approachable
- Excellent communicator
- Confident and competent
- Motivator and innovator
- Personal commitment to quality and excellence
- Able to work effectively and cooperatively between schools and with all stakeholders
- Able to negotiate effectively to further the school's objectives
- Committed to equal opportunities.

Safeguarding and promoting the Welfare of Children

In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:

- Motivation to work with children and young people;
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people;
- Emotional resilience in working with challenging behaviours; and
- Attitudes to use of authority and maintaining discipline.

Safeguarding Children

In accordance with current statutory requirements, any offer of employment will be subject upon the satisfactory receipt of pre-employment checks including checks with the Disclosure and Barring Service.

If you are shortlisted, any relevant issues concerning safeguarding children arising from your references will be discussed with you at interview.

References

Candidates are advised that references will be taken up immediately after short-listing. Please ensure your referees are aware of your application and their need to respond in a set timescale. A minimum of 2 professional references are required, one of which must be provided prior to interview.

The post will be offered subject to satisfactory completion of the school's pre-employment checks.