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**Person Specification for the Role of Headteacher**

The Governing Body of Bognor Regis Nursery School is determined to ensure that the School, Special Support Centre and Orchard Room has the highest aspirations and provides an excellent centre of learning for all within its community. We are looking for a headteacher that can both deliver and further develop this vision. The successful applicant will have the following characteristics:

|  | Essential | Desirable | Evidenced through: | | |
| --- | --- | --- | --- | --- | --- |
| Application | Interview | Both |
| **Qualities and knowledge** | | | | | |
| 1. Hold and be able to articulate clear values and moral purpose, focused on providing an outstanding education for all children. | Y |  |  |  |  |
| 1. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards children, staff, parents, governors and members of the local community. | Y |  |  |  |  |
| 1. Lead by example - with integrity, creativity, resilience, and clarity - drawing on his/her own scholarship, expertise and skills, and that of those around them. | Y |  |  |  |  |
| 1. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development. | Y |  |  |  |  |
| 1. Work with careful judgement and financial astuteness, within a clear set of principles centred on the Nursery School, Special Support Centre and Orchard Room’s vision, ably translating local and national policy into the Nursery School’s context. | Y |  |  |  |  |
| 1. Communicate compellingly the Nursery School, Special Support Centre and Orchard Room’s vision and drive the strategic leadership of that vision, empowering all children and staff to excel. | Y |  |  |  |  |
| **Children and Staff** | | | | | |
| 1. Demand ambitious standards for all children, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils’ outcomes. | Y |  |  |  |  |
| 1. Secure excellent teaching through an analytical understanding of how young children learn and of the core features of successful early years practice and curriculum design, leading to rich curriculum opportunities and high levels of well-being for children. | Y |  |  |  |  |
| 1. Establish an educational culture which includes sharing best practice within and between schools and early years settings, drawing on and conducting relevant research and robust data analysis. | Y |  |  |  |  |
| 1. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other. | Y |  |  |  |  |
| 1. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning. | Y |  |  |  |  |
| 1. Hold all staff to account for their professional conduct and practice. | Y |  |  |  |  |
| **Systems and Process** | | | | | |
| 1. Ensure that the Nursery School’s systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity. | Y |  |  |  |  |
| 1. Provide a safe, calm and well-ordered environment for all children and staff, focused on safeguarding children and developing their exemplary behaviour in Nursery School, Special Support Centre and Orchard Room and in the wider society. | Y |  |  |  |  |
| 1. Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice. | Y |  |  |  |  |
| 1. Welcome strong governance and actively support the governing body to understand its role and deliver its functions effectively – in particular its functions in relation to the School’s improvement strategy and holding the headteacher to account for children, staff and financial performance. | Y |  |  |  |  |
| 1. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of children’s achievements and the Nursery School, Special Support Centre and Orchard Room’s sustainability. | Y |  |  |  |  |
| 1. Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making. | Y |  |  |  |  |
| **The self-improving school system** | | | | | |
| 1. Create an outward-facing School which works with other schools, early years settings and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for allchildren. | Y |  |  |  |  |
| 1. Develop effective relationships with fellow professionals and colleagues in other public services and voluntary provision to improve academic and social outcomes for all children. | Y |  |  |  |  |
| 1. Question educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research. | Y |  |  |  |  |
| 1. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff. | Y |  |  |  |  |
| 1. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability. | Y |  |  |  |  |
| 1. Inspire and influence others - within and beyond the Nursery School - to believe in the fundamental importance of education in young people’s lives and to promote the value of education. | Y |  |  |  |  |