

Fynamore School Headteacher Person Specification

The following are the main attributes the Governors wish to see in the successful headship.

Measurements: A = Application I = Interview R = Reference

	ESSENTIAL		DESIRABLE	
Qualifications	<ul style="list-style-type: none"> Degree and Qualified Teacher Status 	A	<ul style="list-style-type: none"> NPQH or other Headship qualification National Award for Special Educational Needs Co-ordinator Further relevant leadership and management qualifications 	A A A
Training	<ul style="list-style-type: none"> Evidence of continuous professional development (CPD) Safeguarding Children and Young People 	A A	<ul style="list-style-type: none"> CPD in Budget Management Safer Recruitment 	A A
Experience	<ul style="list-style-type: none"> Significant recent strategic leadership and management experience within the Primary Phase in a school (or schools) including Early Years, Key Stage 1 and Key Stage 2 Successful record of developing outstanding practice to raise achievement for children with a diverse range of social, emotional, cultural and physical needs Proven record of working with a wide ability range including Able and Talented and SEND children to deliver a differential curriculum Substantial record of assessing and evaluating teaching standards and staff performance Experienced Safeguarding Lead, including experience of Multi Agency working Experience of effective communication with, and managing expectations of, parents including dealing with parental complaints Proven experience of working with Governors and the wider community Experience of managing a school budget Proven impact in behaviour management Demonstrable experience in managing change in a school environment 	A A,I,R A,I,R A,I A,R A,I A,I A,R A,I A,I	<ul style="list-style-type: none"> Practising Headteacher or comparable role Experienced SEND Lead Experience of working in a highly transient setting, or deprived area Experience of leading a major curriculum area through an OFSTED inspection Experience of developing curriculum continuity and progression between key stages Experience of serving on a Governing Body Experience of developing and implementing a whole-school vision 	A A A A A A A,I

	ESSENTIAL		DESIRABLE	
Knowledge and Skills	<ul style="list-style-type: none"> • In depth knowledge of the statutory framework for education and current educational developments • Excellent understanding of how children learn and of effective, inspiring teaching and assessment methods • Knowledge of Early Years, Key Stage 1 and Key Stage 2 • Working knowledge of budgetary control • Working knowledge of Safeguarding procedures • Knowledge of OFSTED Inspection procedures and the post OFSTED leadership planning process • Expert knowledge of school self-evaluation and improvement planning processes • Proven skills in use of school and comparative data to tackle issues and set challenging targets • Effective communication skills with staff, children , parents, governors and other stakeholders • Flexible leadership skills and a wide portfolio of management approaches • ICT skills relevant to headship and sound knowledge of the role of ICT in teaching and learning across the curriculum 	A,I A,I A,I A,I A,I A,I A,I A,I A,I A,I A,I	<ul style="list-style-type: none"> • Use of new and emerging technologies to enhance organisational effectiveness • Current knowledge and understanding of education and school systems nationally and globally 	I I
Personal Qualities	<ul style="list-style-type: none"> • A positive, motivational leader and role model • Strong personal motivation with a versatile and resilient can-do attitude • Ability to assimilate into and challenge existing structures to improve outcomes • Ability to recognise own and others and weaknesses and value strengths • Ability to build, maintain and manage positive relationships with a wide range of stakeholders and to project the school positively • Ability to establish a productive rapport and appropriate boundaries with children and parents • Passion for a productive learning environment which is engaging and fulfilling for children and staff • Strong organisation and management, with an open and collaborative style of leadership • Caring approach, with empathy and emotional maturity • Clear values and moral purpose • Financially astute 	A,I A,I A,I A,I A,I A,I A,I A,I A,I A,I A,I		

“The teachers always plan exciting lessons and make the lessons we aren’t keen on really fun.”

	ESSENTIAL		DESIRABLE	
Personal Qualities (continued)	<ul style="list-style-type: none"> • Positive leadership qualities coupled with an enthusiastic team approach to management • Ability to create, develop and lead a high performance team • Ability to set challenging targets, meet deadlines and work under pressure • Strong commitment to ensure equality and celebrating diversity 	A,I A,I A,I A,I	<ul style="list-style-type: none"> • Stamina and optimism for long term future of school 	I
Interests and Motivation	<ul style="list-style-type: none"> • Up-to-date knowledge of educational trends • Supports an enriched curriculum including residential visits 	A,I A,I	<ul style="list-style-type: none"> • Interests other than Education • Imaginative approach to community involvement • Encourages collective involvement in extra-curricular activities 	A, I I I
Commitment	<ul style="list-style-type: none"> • A commitment to a productive learning environment which is engaging, enjoyable and fulfilling for children • Evidence of an understanding that primary education needs to encompass security and emotional development for children as well as academic progress in order to be successful • Evidence of commitment to the pastoral care and wellbeing of the children and staff of the school • Passion for raising standards • Commitment to the school and its links with the wider community • Commitment to equality of opportunity and inclusion 	A,I A,I A,I A,I A,I A,I		