**Holmes Chapel Primary School - Headteacher Person Specification**

The person specification is based on the January 2015 ‘National Standards of Excellence for Headteachers’ and highlights the key areas of leadership experience and qualities we are seeking.

During the application process and at interview, it will be necessary for the candidate to demonstrate that they fulfil these criteria.

**Excellence as Standard:** *In relation to the role of Headteacher of this school applicants should be able to demonstrate appropriate knowledge and understanding of the following areas relevant to the Primary phase:*

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| **Professional Qualifications** | Essential (E)  | Desirable (D) |
| Qualified Teacher Status | E |  |
| NPQH |  | D |
| Evidence of further professional development |  | D |

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| **Qualities, Values and Knowledge**  | Essential (E) | Desirable (D) |
| Communicate compellingly the school’s vision and drive the strategic leadership, empowering all pupils and staff to excel.  | E |  |
| Hold and articulate clear values and moral purpose, focused on providing a outstanding education for the pupils they serve  | E |  |
| Lead by example - with integrity, creativity, resilience, ambition, enthusiasm and clarity  |  | D |
| Can evidence creative thinking as both a leader and a practitioner | E |  |
| Have the ability to foster collaboration and build positive relationships | E |  |
| Provide an inclusive and engaging approach to leadership and building teams | E |  |
| Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community | E |  |
| Pursue continuous professional development | E |  |
| Work with political and financial astuteness, within a clear set of principles centred on the school’s vision, ably translating local and national policy into the school’s context.  |  | D |
| **Pupils and Staff** | Essential (E) | Desirable (D) |
| Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils’ outcomes.  | E |  |
| Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils’ well-being.  | E |  |
| Have a proven record as an excellent teacher | E |  |
| Demonstrable commitment to enabling a learning culture where pupils become effective, enthusiastic, independent learners. | E |  |
| Operate an educational culture of ‘open classrooms’ as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.  |  | D |
| Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.  |  | D |
| Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning. |  | D |
| Hold all staff to account for their professional conduct and practice.  | E |  |

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| **Systems and Process** | Essential (E) | Desirable (D) |
| 1. Ensure that the school’s systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.  | E |  |
| 2. Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.  | E |  |
| 3. 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.  | E |  |
| 4. Welcome strong governance and actively support the governing board to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the headteacher to account for pupil, staff and financial performance.  |  | D |
| 5. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils’ achievements and the school’s sustainability. |  | D |

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| **Strengthening Community** | Essential (E)  | Desirable (D) |
| Commitment to working in partnership with parents and carers. | E |  |
| Experience of collaboration with other schools to share experience and provide positive benefits to all parties. |  | D |
| Ability to apply positive strategies to prevent and challenge racial and other discrimination and harassment. | E |  |
| Ability to create and utilise opportunities for the school to benefit from collaborating with business and other organisations, including local churches. | E |  |

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| **The Self-Improving School System** | Essential (E)  | **Desirable (D)** |
| Create outward-facing schools which work with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils. |  | D |
| Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.  | E |  |
| Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.  |  | D |
| Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.  |  | D |