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**Headteacher, Swanage Primary School**

**Person Specification**

The Governors expect that the Headteacher will achieve or be aspiring to the necessary competence in all four key areas
of the National Standards for Excellence for Headteachers (2014) as a consequence of previous experience, induction
and ongoing professional development whilst in post.

The Governors support the statement in the National Standards;

*"The National Standards of Excellence for Headteachers (2014) define high standards which are applicable to all
Headteacher roles within a self-improving school system. These standards are designed to inspire public confidence in
Headteachers, raise aspirations, secure high academic standards in the nation's schools, and empower the teaching
profession".*

The Governors believe that the following selected aspects of the National Standards of Excellence for Headteachers are
appropriate to the role of the Headteacher. These key aspects will guide their consideration of candidates at all stages
of the process. The person specification comprises:

Part one - Qualifications, training and experience

Part two - Relevant aspects of the National Standards of Excellence for Headship

Part three - Qualities and Behaviours: for school leadership now and in the future

CANDIDATES SHOULD NOTE THAT THE ELEMENTS MARKED WITH AN 'App' ARE EXPECTED TO BE ADDRESSED IN THE WRITTEN STATEMENT AS PART OF THE APPLICATION. THESE WILL BE USED BY GOVERNORS TO SHORTLIST FOR THE INTERVIEW STAGE.

**Part 1: Qualifications, training and previous experience**

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| **Candidate is able to provide pertinent evidence of their previous education, training and experiences.** | **Essential or desirable** |
| Professional experiences and qualifications:  |  |
| l.  | (App) Is a qualified teacher with Qualified Teacher Status (Statutory)  | Essential  |
| 2.  | (App) Experience of Headship/Assistant Headship / Deputy Headship / Head of School within the  | Essential  |
|  | primary age range  |  |
| 3.  | Able to demonstrate knowledge and understanding of the principles and pedagogy of all key  | Essential  |
|  | stages in the primary age range  |  |
| 4.  | (App) Holds NPQH  | Desirable  |
| 5.  | (App) Experience of working in partnership with other schools and organisations.  | Essential  |
| Has knowledge and understanding of:  |  |
| l.  | (App) Strategic planning processes  | Essential  |
| 2.  | Principles of effective teaching and assessment for learning  | Essential  |
| 3.  | Curriculum design and management  | Essential  |
| 4.  | Strategic financial planning, budgetary management and principles of best value  | Desirable  |
| 5.  | (App) The use of a range of evidence, including performance data, to support, monitor, evaluate  | Essential  |
|  | and improve aspects of school life, including challenging poor performance  |  |
| 6. | Have due regard for safeguarding and promoting the welfare of children and to follow the child protection procedures adopted by the school. |  Essential |
| Is able to demonstrate that he/she:  |  |
| l.  | Monitors, evaluates and reviews classroom practice and has strategies to promote improvement  | Essential  |
| 2.  | Ensures effective planning, allocation, support and evaluation of work undertaken by teams and  | Essential  |
|  | individuals, ensuring clear delegation of tasks and responsibilities  |  |
| 3.  | Collects and uses a rich set of data to understand the strengths and weaknesses of the school  | Essential  |
| 4.  | (App) Impacts directly on raising of pupil attainment in ways which lead to good and outstanding  | Essential  |
|  | progress for individuals and groups  |  |

**Part 2: National Standards of Excellence for Headship**

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|  | **Impact of Actions: Candidate can identify their impact on outcomes for children through the following** | **Essential or Desirable** |
| Domain 1: Qualities and knowledge  |  |
| l.  | Hold and articulate clear values and moral purpose, focused on providing a world-class education  | Essential for aaEssential Essential |
|  | for the pupils they serve.  | all |
| 2.  | Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their  |  |
|  | pupils and staff, and towards parents, governors and members of the local community.  |  |
| 3.  | Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own  |  |
|  | scholarship, expertise and skills, and that of those around them.  |  |
| 4.  | Sustain wide, current knowledge and understanding of education and school systems locally,  |  |
|  | nationally and globally, and pursue continuous professional development.  |  |
| 5.  | Work with political and financial astuteness, within a clear set of principles centered on the  |  |
|  | school's vision, ably translating local and national policy into the school's context.  |  |
| 6.  | Communicate compellingly the school's vision and drive the strategic leadership, empowering all  |  |
|  | pupils and staff to excel.  |  |
| Domain 2: Pupils and staff  |  |
| l.  | Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality,  | Essential for |
|  | instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.  | all |
| 2.  | 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.  |  |
| 3.  | Establish 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.  |  |
| 4.  | Create an ethos within which all staff are motivated and supported to develop their own skills and  |  |
|  | subject knowledge, and to support each other.  |  |
| 5.  | Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is  |  |
|  | the standard, leading to clear succession planning.  |  |
| 6.  | Hold all staff to account for their professional conduct and practice.  |  |
| Domain 3: Systems and process  |  |
| l.  | Ensure that the school's systems, organisation and processes are well considered, efficient and fit  | Essential for |
|  | for purpose, upholding the principles of transparency, integrity and probity.  | all |
| 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.  |  |
| 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.  |  |
| 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.  |  |
| 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.  |  |
| 6.  | 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.  |  |
| Domain 4: The self-improving school system  |  |
| l.  | Create outward-facing schools which work with other schools and organisations - in a climate of  | Essential for |
|  | mutual challenge - to champion best practice and secure excellent achievements for all pupils.  | all |
| 2.  | Develop effective relationships with fellow professionals and colleagues in other public services to  |  |
|  | improve academic and social outcomes for all pupils.  |  |
| 3.  | Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the  |  |
|  | findings of well evidenced research to frame self-regulating and self-improving schools.  |  |
| 4.  | Shape the current and future quality of the teaching profession through high quality training and  |  |
|  | sustained professional development for all staff.  |  |
| 5. |  Model entrepreneurial and innovative approaches to school improvement, leadership and  governance, confident of the vital contribution of internal and external accountability.  |  |
| 6. |  Inspire and influence others - within and beyond schools - to believe in the fundamental  importance of education in young people's lives and to promote the value of education.  |  |

Part 3: Qualities and Behaviours: for school leadership now and in the future

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| **Leadership Qualities and Behaviours: Candidate is able to give significant examples of the ways in which they exhibit the following characteristics** | **Essential or Desirable** |
| 1. Leading relies on reflection and innovation  | Essential  |
| Actively makes time to reflect on what works and what does not and uses the information to  |  |
| influence the way ahead and to make decisions.  |  |
| 2. Leading requires analytical and adaptive thinking and planning  | Essential  |
| Thinks creatively about complex issues and their potential impact; encourages others to do the same.  |  |
| 3. Leading in context requires an outward looking culture  | Essential  |
| Thinks and acts in a fresh and informed way about the future role of school leaders  |  |
| Builds relationships based on a mutual and collective responsibility with the wider community, to  |  |
| create a high quality learning environment for all.  |  |
| 4. Leading relationships requires a collaborative culture  | Essential  |
| Influences, motivates and empowers others, creating leadership opportunities and securing  |  |
| contributions to the eventual outcome  |  |
| Shows the ability and confidence to interact effectively with people in a range of contexts  |  |
| 5. Leading change requires action and alignment  | Essential  |
| Shapes and articulates a vision with clarity; inspires others and leads the organisation to the  |  |
| realisation of the vision through hard work and determination  |  |
| 6. Leading learning depends on developing self and others  | Essential  |
| Raises the profile of learning amongst the adult community, particularly parents and carers, secures  |  |
| their support for and engagement with learning and celebrates achievements.  |  |
| 7. Leading with challenge, accountability and courage  | Essential  |
| Gives credible and challenging, as well as supportive and encouraging, feedback; seeks mutual  |  |
| strategies for improving performance.  |  |