**HEADTEACHER – PERSON SPECIFICATION**

The successful candidate will fulfil all of the essential criteria, and will be required to undertake a Criminal Records Bureau (CRB) check as mandatory.

ASSESSMENT METHOD – The evidence indicated in these columns will be used in making judgements about candidates

ASSESSMENT METHOD

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Essential** | **Desirable** | **Certificate** | **Application**  **Documents** | **Reference** | **Observation at selection** |
| **Experience** |  |  |  |  |  |  |
| 1. Significant, successful leadership and management experience | √ |  |  | √ | √ | √ |
| 2. Experience of working successfully in partnership with Governors, staff, parents and students | √ |  |  |  | √ | √ |
| 3. Significant experience of producing and implementing clear, evidence based plans for school development | √ |  |  | √ | √ | √ |
| 4. Proven track record of raising standards and school improvement | √ |  |  | √ | √ | √ |
| 5. Experience of working in a school with significant challenge |  | √ |  |  |  |  |
|  |  |  |  |  |  |  |
| **Education and Training** |  |  |  |  |  |  |
| 1. Qualified Teacher Status – original certificate, DfE number | √ |  |  | √ | √ |  |
| 2. A good honours degree – original certificate | √ |  |  | √ | √ |  |
| 3. NPQH Qualification |  | √ |  | √ | √ |  |
| 4. Evidence of substantial recent, relevant professional development | √ |  |  | √ | √ | √ |
|  |  |  |  |  |  |  |
| **Knowledge & Understanding** |  |  |  |  |  |  |
| 1. Knowledge and understanding of local and national trends in education | √ |  |  | √ | √ | √ |
| 2. Knowledge and understanding of school improvement processes | √ |  |  | √ | √ | √ |
| 3. An in-depth knowledge of the current Ofsted Framework for inspection | √ |  |  | √ |  | √ |
| 4. Knowledge and understanding of the development of community provision and collaboration | √ |  |  | √ |  | √ |
| 5. Understanding of sharing good practice and working in partnership with other schools | √ |  |  | √ | √ | √ |
|  |  |  |  |  |  |  |
| **Skills and Abilities** |  |  |  |  |  |  |
| 1. Clear vision of a school and demonstration of the vision and values in everyday work and practice | √ |  |  | √ | √ | √ |
| 2. Ensuring learning is at the centre of the strategic planning and resource management | √ |  |  | √ | √ | √ |
| 3. The ability to establish a vibrant working environment that promotes high quality provision | √ |  |  | √ | √ | √ |
| 4. Demonstrates strong effective leadership | √ |  |  | √ | √ | √ |
| 5. Skilled communicator and effective listener with well-developed presentational skills | √ |  |  | √ | √ | √ |
| 6. Excellent self-management skills in time management, prioritising, planning, preparation and delivery | √ |  |  | √ | √ | √ |
| 7. The ability to develop a culture and ethos of challenge and support for all, with high expectations for the whole school community | √ |  |  | √ | √ | √ |
| 8. The ability to motivate staff and students whilst inspiring and giving respect | √ |  |  | √ | √ | √ |
| 9. The ability to acknowledge and recognise best practise and use it as a basis for further development | √ |  |  | √ | √ | √ |
| 10. The ability to work under pressure and manage the challenge of a demanding role | √ |  |  | √ | √ | √ |
|  |  |  |  |  |  |  |
| **Personal Attributes** |  |  |  |  |  |  |
| 1. A person of integrity who inspires trust and loyalty | √ |  |  | √ | √ | √ |
| 2. Creative and inspirational | √ |  |  | √ | √ | √ |
| 3. Stamina and enthusiasm | √ |  |  | √ | √ | √ |
| 4. Commitment to the pursuit of excellence | √ |  |  | √ | √ | √ |
| 5. A flexible approach to accommodate the changing needs of school and community | √ |  |  | √ | √ | √ |
| 6. Suitable to work with children and young people | √ |  | √ | √ | √ | √ |

In addition to the above, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:

* Your motivation to work with children and young people
* Your ability to form and maintain appropriate relationships and personal boundaries with children and young people
* Your emotional resilience in working with challenging behaviours
* Your attitude to the use of authority and ability to maintain discipline