



**The Heath Family (NW)**  
A Multi-Academy Trust  
Together in the Business of Learning



## Halsnead Primary School

### Person Specification and Selection Criteria for the post of Principal

Assessment Method Key: A – application form, I – interview, R - reference

Qualifications	Essential	Desirable	Assessment method	
Qualified teacher status	x		A	
Degree or equivalent	x		A	
NPQH		x	A	

Professional Development	Essential	Desirable	Assessment method	
Evidence of appropriate professional development for the role of Principal ( leadership & management)	x		A / I	
Attendance at a range of training dealing with current educational issues	x		A	
Contribution to staff development across the primary range (e.g. coaching, mentoring, INSET for staff)		x	A	
Completion of safer recruitment training		x	A	
Completion of appropriate Child Protection training	x		A / I	
Completion of designated senior leader training		x	A / I	

School leadership and management experience	Essential	Desirable	Assessment method	
Recent successful leadership as a head teacher / principal		x	A/I/ R	
Recent successful leadership as a deputy head or assistant head teacher or vice principal	x		A/I/ R	
Able to demonstrate successful/effective leadership in a school.	x		A/I/ R	
Experience of leading an area of whole school improvement	x		A / I	
Responsibility for an area of policy development and implementation	x		A / I	
Active involvement in school self-evaluation and development planning. Understanding and experience of the importance of critical self-evaluation to improve outcomes.	x		A/I/ R	
Possess an awareness of the financial management of a primary school / experience with any aspect of the budgeting process.		x	A/I/ R	
Experience of working with the governing body		x	A / I	

<b>Teaching and Learning knowledge and experience</b>	<b>Essential</b>	<b>Desirable</b>	<b>Assessment method</b>	
Experience of teaching in more than one school		x	A / I	
Experience of teaching in a school in similar circumstances or serving a similar community (working in a school with a high percentage of vulnerable children.)		x	A / I	
Significant teaching experience within the primary phase with proven skills as a class teacher with an ability to demonstrate and share outstanding practice.	x		A / I / R	
Possess a current knowledge and understanding of all primary phases: EYFS, KS1 and KS2	x		A / I	
Experience of providing professional challenge and support to others through the performance management process		x	A / I	
Ability to use data effectively, utilising assessment and target setting to raise standards	x		A / I / R	
Able to exemplify how the needs of all pupils have been met through high quality teaching including effective provision for pupils in receipt of PPG, SEND and vulnerable cohorts.	x		A / I	
Possess and demonstrate understanding of strategies to promote positive behaviour management and evidence effective implementation of a range of behaviour management strategies.	x		A / I / R	

<b>Professional Skills</b>	<b>Essential</b>	<b>Desirable</b>	<b>Assessment method</b>	
Clear vision and leadership skills: ability to lead and manage people as individuals and to develop the common goals of a team. Able to challenge, motivate and inspire others.	x		A / I / R	
Able to think analytically and creatively and demonstrate initiative in solving problems			A / I	
Excellent written and verbal communication skills (this will be assessed at all stages of the process).	x		A / I	
Possess the skills to lead child protection and safeguarding with up to date knowledge of relevant legislation and guidance.	x		A / I	
Demonstrate innovative and creative approaches to teaching and learning.	x		A / I / R	
Ability to think and plan strategically and to respond flexibly to change	x		A / I / R	
Competent with the use of ICT.	x		A / I	
Ability to organise work, prioritise tasks, make decisions and manage time effectively, recognising the importance of work/life balance.	x		A / I / R	

<b>Philosophy and Commitment</b>	<b>Essential</b>	<b>Desirable</b>	<b>Assessment method</b>	
Clear personal philosophy of education and enthusiasm in promoting aims, objectives and ethos of the school.	x		A / I	
Committed to the promotion of well-being and pastoral care to all staff and children.	x		A / I / R	
Able to relate to all pupils from whatever background in order to motivate them to achieve their potential.	x		A / I / R	
Committed to the objective of 'diminishing the difference' for disadvantaged children	x		A / I	
Committed to promoting links with parents, governors, community and developing parent / carer engagement in learning.	x		A / I	

<b>Personal Qualities</b>	<b>Essential</b>	<b>Desirable</b>	<b>Assessment method</b>	
Ability to demonstrate personal and professional integrity including modelling values and vision	x		A / I / R	
Outstanding inter-personal relationships including the ability to manage and resolve conflict	x		A / I / R	
Ability to build and maintain quality relationships through effective interpersonal skills and communication	x		A / I / R	
Awareness of the personal strengths and areas for development of others; listen to reflect on and respond to their views	x		A / I	
Demonstrate personal enthusiasm and commitment to leadership aimed at making a positive difference to children and young people.	x		A / I	