

**Headteacher Person Specification – Netherlea School**

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| **Ref** | **Criteria** | **E/D** | **App** | **Ref** | **Int** |
| **Qualifications & Training** | | | | | |
| Q1 | A qualified teacher (QTS/QTLS) with good honours degree or equivalent | E | 🗸 | 🗸 |  |
| Q2 | Senior Leadership, Headteacher, Acting-Head experience | E | 🗸 | 🗸 | 🗸 |
| Q3 | Evidence of recent and relevant training and development relevant to role | E | 🗸 | 🗸 |  |
| Q4 | Higher degree or equivalent | D | 🗸 | 🗸 |  |
| Q5 | Senior Leadership / Head teacher training | D | 🗸 | 🗸 |  |
| Q6 | Training/Experience of working with **HMIe Scotland** | D | 🗸 | 🗸 |  |
| Q7 | Registered with General Teaching Council for Scotland | E | 🗸 | 🗸 | 🗸 |
| Q8 | Fully conversant with and experienced in working within the Scottish education system and the Curriculum for Excellence | E | 🗸 | 🗸 | 🗸 |
| **Professional Experience and Knowledge** | | | | | |
| P1 | Successful and experienced teacher with proven track record of achieving high standards working within Curriculum for Excellence | E | 🗸 | 🗸 |  |
| P2 | Successful coordination/leadership at a senior level | E | 🗸 | 🗸 |  |
| P3 | Evidence of coordination/leadership in a variety of contexts | E | 🗸 | 🗸 |  |
| P4 | Proven track record in managing staff to support successful outcomes for a wide ability range of students. | E | 🗸 | 🗸 |  |
| P5 | In depth knowledge and understanding of the wider educational agenda including current national strategies and educational issues | E | 🗸 |  | 🗸 |
| P6 | Evidence of successfully developing teams of professionals, delegating effectively and managing change. | E | 🗸 | 🗸 | 🗸 |
| P7 | Evidence of an understanding of, confidence in and commitment to the importance of use of ILT/TEL in teaching, learning and assessment. | D | 🗸 |  | 🗸 |
| P8 | Evidence of effectively managing and accounting for finances/budgets within a school. | D | 🗸 |  | 🗸 |
| **Personal aptitudes, qualities & skills** | | | | | |
| A1 | Has the enthusiasm, initiative and commitment to ensure good practice is embedded throughout the school. | E | 🗸 |  | 🗸 |
| A2 | The ability to think and plan strategically to promote the school’s vision, ethos and values. | E | 🗸 | 🗸 | 🗸 |
| A3 | Is well-organised, able to plan, prioritise and delegate effectively | E | 🗸 | 🗸 | 🗸 |
| A4 | Is articulate and approachable with excellent communication skills both verbally and in writing. | E | 🗸 |  | 🗸 |
| A5 | Has strong interpersonal skills, and self-awareness, adapting to situations and carefully managing professional relationships. | E | 🗸 | 🗸 | 🗸 |
| A6 | Has proven sound decision-making skills combined with the ability to lead, influence, empower and manage change. | E | 🗸 | 🗸 |  |
| A7 | Has presence and visibility as a leader, demonstrating optimism, resilience, and with a well-developed sense of proportion. | E |  | 🗸 | 🗸 |
| A8 | Has the ability to tackle difficult situations and make difficult decisions, conveying outcomes clearly and with sensitivity. | E | 🗸 | 🗸 | 🗸 |
| A9 | Is able to relate well to pupils and promote a nurturing and supportive ethos within a school catering for the needs of pupils with a wide range of abilities and needs. | E | 🗸 | 🗸 |  |
| A10 | Is able to relate well to parents/carers, stakeholders, staff, SMT, partners and the wider community. | E | 🗸 |  | 🗸 |
| **Vision** | | | | | |
| V1 | Able to promote and nurture a shared ethos (beyond academic excellence) which underpins all aspects of school life. | E | 🗸 | 🗸 |  |
| V2 | The ability to inspire, challenge, motivate, empower others to carry forward a shared vision for school improvement. | E | 🗸 | 🗸 |  |
| V3 | A proven track record of leading others to success, sustaining and developing a culture of collaboration, knowledge sharing and celebration of success, accepting responsibility for outcomes. | D | 🗸 | 🗸 | 🗸 |
| V4 | Experience of, and commitment to, working with a governing body and all stakeholders to develop a shared school vision. | D | 🗸 | 🗸 | 🗸 |
| **Leading Teaching, Learning & Assessment** | | | | | |
| T1 | Is passionate about learning and seeks to create an inspirational and creative learning environment. | E | 🗸 |  | 🗸 |
| T2 | An outstanding teacher with the ability to monitor and evaluate performance continuously in order to improve the quality of teaching and further raise standards. | E |  | 🗸 | 🗸 |
| T3 | Is confident in judging lessons and effective in giving constructive feedback to colleagues, resulting in improvement. | E | 🗸 | 🗸 | 🗸 |
| T4 | Successful experience of positive behaviour management and development of a student-focused, inclusive learning environment, so that behaviour and attendance are outstanding. | E | 🗸 | 🗸 | 🗸 |
| T5 | Is able to implement strategies that improve teaching and learning in a sustained way and challenge underachievement. | D | 🗸 |  | 🗸 |
| T6 | Successful experience of curriculum development together with an understanding of the issues associated with choice and flexibility to secure personalised learning for all. | D | 🗸 |  | 🗸 |
| T7 | Has successfully used feedback and data to raise achievement of learners and improve teacher effectiveness. | D | 🗸 |  | 🗸 |
| T8 | Embraces new technology in education and understands the impact of ILT for the future of teaching, learning and assessment. | D | 🗸 |  | 🗸 |
| **Self-reflection, self-development & working with others** | | | | | |
| D1 | To be a role model of best practice, with a professional demeanour that engenders confidence, integrity, trust and respect in others. | E | 🗸 | 🗸 | 🗸 |
| D2 | Evidence of successful, harmonious collaboration with a range of people in achieving agreed outcomes. | E | 🗸 | 🗸 | 🗸 |
| D3 | Developed emotional intelligence, enabling constructive relationships with learners and staff. | E | 🗸 | 🗸 | 🗸 |
| D4 | Able to identify and nurture strengths in others; possesses the flair to lead and motivate the staff as a whole. | E | 🗸 | 🗸 |  |
| D5 | Proven success in promoting equality, respecting diversity and challenging stereotypes so as to promote the rights of all young people. | E |  | 🗸 | 🗸 |
| D6 | Able to understand the importance of a work-life balance. | E | 🗸 | 🗸 |  |
| **Leadership & Management** | | | | | |
| L1 | Evidence of successful leadership of whole school initiatives leading to improved standards. | E | 🗸 | 🗸 | 🗸 |
| L2 | Is well informed, shows evidence of keeping up to date in interpreting curriculum developments, and is familiar with government initiatives and their relative importance. | E | 🗸 |  | 🗸 |
| L3 | Evidence of developing skills in performance management, recognising high performance and tackling under performance through to resolution. | E | 🗸 |  | 🗸 |
| L4 | Successful experience of strategic financial and resource management, ensuring efficiency, value for money and supporting best educational outcomes. | E | 🗸 | 🗸 | 🗸 |
| L5 | A good understanding of the latest school inspections framework and the ability to prepare staff and evidence to realise the best judgements possible. | E | 🗸 |  | 🗸 |
| L6 | Evidence of the skills to harness ICT with regard to schools management, curriculum delivery and the benefit of operational systems. | D | 🗸 |  | 🗸 |
| L7 | Experience and understanding of the recruitment process, including safer recruitment and safeguarding processes. | D | 🗸 |  | 🗸 |
| L8 | Able to sustain a safe, secure and healthy school environment | E | 🗸 |  | 🗸 |
| L9 | A commitment to the concept of an inclusive school, underpinned by equal opportunities, in which the academic and personal welfare of each student is paramount. | E | 🗸 | 🗸 | 🗸 |
| **Evaluation & Improvement** | | | | | |
| E1 | Knowledge and experience of self-evaluation and accountability, and the school improvement process. | D | 🗸 | 🗸 | 🗸 |
| E2 | Experience of developing curriculum, providing successful leadership of resources, while securing best value. | D | 🗸 | 🗸 | 🗸 |
| E3 | Understanding of the importance of maintaining the school buildings, its fabric and environment. | D |  |  | 🗸 |
| E4 | Understanding legislation with regard to Health & Safety, such that the school meets its statutory requirements and is a safe environment for learning, promoting the well-being of staff and learners. | D |  |  | 🗸 |
| **Strengthening community** | | | | | |
| C1 | A commitment to, and evidence of, promoting diversity and equal opportunities within the school, the curriculum and in employment practices. | E | 🗸 | 🗸 | 🗸 |
| C2 | A commitment to keeping all learners safe from harm both within the school and the wider community, and helping them develop the skills they need to keep safe in society. | E | 🗸 |  | 🗸 |
| C3 | Evidence of building effective relationships with parents, carers, stakeholders and the community that enhances the education of all learners. | D | 🗸 | 🗸 | 🗸 |
| C4 | Able to seek, reflect and act on feedback from the wider community and stakeholders. | D | 🗸 |  | 🗸 |
| C5 | Experience of a multi-agency approach to working, securing and raising standards in an inclusive school. | D | 🗸 | 🗸 | 🗸 |
| C6 | Evidence of developing and using opportunities within the wider community to expand the range of educational opportunity for all learners. | D | 🗸 | 🗸 | 🗸 |
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