

Person Specification

Applicants should describe in their application how they meet these criteria.
 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 Head Teacher (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 Headteacher / Principal or Deputy/Assistant Headteacher	x		A/I/ R	
Able to demonstrate successful/effective leadership in a school.	x		A/I/ R	
Experience of leading whole school improvement	x		A / I	
Experience of policy development and implementation	x		A / I	
Experience 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	

Teaching and Learning knowledge and experience	Essential	Desirable	Assessment method	
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.		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	

Professional Skills	Essential	Desirable	Assessment method	
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	x		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	

Philosophy and Commitment	Essential	Desirable	Assessment method	
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 the Trust and Other Trust Schools, parents, governors, community and developing parent / carer engagement in learning.	x		A / I	

Personal Qualities	Essential	Desirable	Assessment method	
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	