



## Juniper Hill Headteacher Person Specification

The following outlines the key skills, competences, and experience required for this position. The selection panel will assess each candidate against the criteria listed below expecting candidates to show evidence of having applied (or awareness of how to apply) this knowledge and understanding in the schools context.

<b>Qualifications</b>
<p><b>Essential</b></p> <ul style="list-style-type: none"> <li>• Qualified to Degree level.</li> <li>• Qualified Teacher Status.</li> <li>• Evidence of recent and continued professional development.</li> </ul> <p><b>Desirable</b></p> <ul style="list-style-type: none"> <li>• NPQH qualified or working towards.</li> </ul>
<b>Knowledge and Experience</b>
<p><b>Essential</b></p> <ul style="list-style-type: none"> <li>• A strategic thinker who can provide clear vision and leadership.</li> <li>• Demonstrate a clear understanding of the challenges of managing a large combined primary school.</li> <li>• Understanding and experience of leading, organising, inspiring, developing and motivating staff.</li> <li>• Experience of school improvement planning including formulation, implementation, monitoring and evaluation.</li> <li>• A track record of excellent classroom practice.</li> <li>• Demonstrate a detailed understanding of the primary curriculum that provides a rich and balanced experience for all pupils.</li> <li>• Thorough understanding of school finances and budget including SEN funding.</li> <li>• Understanding and experience of HR policies and appropriate procedures.</li> <li>• Thorough understanding of current educational issues, including national policies, priorities and legislation.</li> <li>• Evidence of commitment to and understanding of the role of the governing body.</li> </ul> <p><b>Desirable</b></p> <ul style="list-style-type: none"> <li>• Teaching experience across all relevant age phases.</li> <li>• Experience of managing delegated budgets and the principles of best value.</li> <li>• Awareness of issues around selective secondary education.</li> <li>• A working knowledge of SEN and Additionally Resourced Provision.</li> </ul>
<b>Skills</b>
<p><b>Essential</b></p> <ul style="list-style-type: none"> <li>• A dynamic leader with excellent problem solving skills able to identify a course of action and lead the staff in pursuing it.</li> <li>• Excellent organisational and delegation skills.</li> <li>• The ability to establish good and productive working relationships with a wide range of stakeholders.</li> <li>• Effective leader who understands the importance of personal and professional development for all colleagues.</li> <li>• Ability to communicate and present to a range of audiences.</li> <li>• Intelligent analysis, interpretation and evaluation of data.</li> <li>• Good ICT skills.</li> <li>• Ability to work to clear deadlines while maintaining good humour and perspective.</li> </ul> <p><b>Desirable</b></p> <ul style="list-style-type: none"> <li>• Working knowledge of emerging technologies in primary education.</li> </ul>
<b>Philosophy &amp; Personal Qualities</b>
<p><b>Essential</b></p> <ul style="list-style-type: none"> <li>• Putting children at the heart of all you do.</li> <li>• Open and approachable with a vision that inspires others but is rooted in reality.</li> <li>• Effective decision maker with good judgment on when to modify and when to maintain a position.</li> <li>• Personal qualities of commitment, integrity, flexibility and enthusiasm.</li> <li>• A robust disposition that shows energy and resilience alongside empathy and tolerance.</li> </ul> <p><b>Desirable</b></p> <ul style="list-style-type: none"> <li>• Able to show creativity and excitement about the curriculum and its possibilities for lifelong learning.</li> <li>• Commitment to publicising developments and achievements outside the school.</li> <li>• Demonstrate a sense of perspective and the ability to be reflective and self-critical.</li> </ul>
<b>Safeguarding and Behaviour</b>
<p><b>Essential</b></p> <ul style="list-style-type: none"> <li>• Demonstrates knowledge and understanding of safeguarding procedures with commitment to welfare of all pupils.</li> <li>• Demonstrate knowledge and experience of strategies that secure a high standard of behaviour and attendance.</li> <li>• Oversee a strong and comprehensive safeguarding and wellbeing strategy for the benefit of pupils and staff.</li> </ul>