

## Person Specification for the Appointment of Headteacher of The New Forest CofE (VA) Primary School

The following is a summary of some of the main attributes that the Governing Board would wish to see in the successful candidate for Headteacher. Generic qualifications, knowledge, experience, skills and qualities to fulfil this role are set out in “National Standards for Excellence of Headteachers” (DfE/00019/2015).

It is downloadable from [National Standards for excellence of Head Teachers](#)

**The 6 key areas, which represent the role of the Headteacher are:** Shaping the Future; Leading Learning and Teaching; Developing Self and Working With Others; Managing the Organisation; Securing Accountability; Strengthening Community

Application statements should reflect how you think you can demonstrate you meet the requirements in the specification.

### Qualifications and Experience

	Essential	Desirable
Qualified Teacher Status (to teach and work in the UK)	Y	
Readiness for headship - Successful senior management experience in an educational setting.	Y	
Readiness for headship - Successful experience as a Headteacher or Deputy Headteacher, NPQH (or commitment to achieve this in the near future)		Y
An understanding of effective school budgeting and the ability to manage and prioritise finances.	Y	
Proven experience of strategic planning for school improvement and effective implementation and management of required change.	Y	
An exemplary classroom practitioner, with proven experience of significantly raising the attainment and progress of pupils, whilst supporting and motivating staff to improve their pedagogy and outcomes.	Y	
Sound knowledge of educational matters and legislation.	Y	
Experience of working in more than one school.		Y
Experience in all phases of a Primary School	Y	
Experience of working with the Diocese and outside agencies in order to support and develop a school.		Y

### Personal Skills and Qualities

The ability to envision, communicate and champion a vision for The New Forest Primary School as a distinctive and effective church school and the commitment to uphold and develop its Christian Values.	Y	
Strong interpersonal, written and oral skills and are able to inspire trust, commitment and mutual respect between children, families, staff, Governors and the wider school community.	Y	
The ability to inspire others and to lead by example being an advocate for the power of education, creating an inclusive environment that engages all stakeholders and nurtures all children to achieve their potential	Y	

Understanding of and commitment to the protection of children through Safeguarding	Y	
Able to secure effective, transparent governance and to build an open, effective working relationship with the Governing Body.	Y	
<b>Leadership skills and attributes</b>		
An inspiring leader of change who has successfully used their analytical and leadership skills as well as effective monitoring and evaluation, to identify areas for improvement and motivated change to raise standards and bring about school improvement	Y	
Strong leadership qualities with a proven record of managing school wide educational responsibilities effectively, including the effective use of monitoring and evaluation.	Y	
A focused and experienced leading teacher who can evidence school improvement through leading, coaching and motivating staff and using effective performance management practice.	Y	
Successful leadership and development of a differentiated, balanced and effective curriculum which develops pupils spiritually, morally, socially & culturally and supports their rounded development and well-being	Y	
Experience and skill in using effective strategies to improve learning behaviours and address concerns with regards to student behaviour and attendance.		Y
Ability to promote and market the school to ensure it has a high profile within the wider community and that it continues to be responsive to the community.		Y
Willingness to work constructively with the Local Authority, Diocese, Cluster Primary School and other Partners.	Y	
Awareness and understanding of the current Ofsted and SIAMS processes and framework	Y	