**Person Specification for Headteacher**

|  |  |  |
| --- | --- | --- |
|   | **Person Specification for Head teacher at Radipole School** |   |
| Area of Assessment | Essential | Desirable |
| Qualifications | 1. Qualified Teacher Status
2. Existing Head of a Primary School
 | First Degree or equivalentAt least 5 years teaching experience within a UK Primary School |
| Experience | 1. Evidence of relevant recent professional development
2. Substantial and proven experience of raising and maintaining high standards of attainment and achievement for all pupils.
3. Experience of curriculum development across the full primary age range.
4. Experience of recruitment, appointment andmanagement of staff.
5. Experience of meeting the School Financial Value Standard.
 |  |
| Leadership | 1. **Proven strong Leadership skills**: ability to provide clear vision, manage change, innovate and command respect.
2. **Proven ability to develop a vision and values for the school**: ability to motivate and inspire staff and develop and maintain a positive, professional culture through successful team building.
3. **Proven ability** to lead rigorous self-evaluation processes;to interpret and use the school’s performance data to accurately identify and address implications for school improvement; to implement, monitor and evaluate focussed School Development Plans based on clearly identified priorities.
4. **Proven ability to raise standards of attainment and achievement**: bysetting high standards and challenging targets; monitoring and evaluating the quality of teaching standards and curriculum delivery across the full Primary Phase; disseminating good practice and challenging poor performance; building on the school’s current strengths and providing a clear focus for further improvement**.**
5. **Proven commitment** to and experience of successful promotion of inclusivity and knowing how to ensure that the needs of all learners are met.
 | Proven ability to respond and adapt to changes and innovations.  |
| Management | 1. **Proven experience** in successfully setting and managing budgets, including setting priorities for expenditure, allocating funds and cost control.
2. **Proven ability** to manage the day to day running of the school efficiently and effectively, delegating management tasks and monitoring their delivery.
3. **Understanding and knowledge** of effective, whole school systems to monitor and track pupil progress throughout the school.
 |   |
| Relationships | 1. **Proven ability** to establish and develop inclusive and positive relationships with pupils, colleagues, parent/carers, governors, the LA and other relevant external agencies and partners, as well as the wider.

  |   |
| Personal, Interpersonal and communication skills | 1. **Proven ability** to think clearly, incisively and strategically and to communicate effectively in a variety of media, to a range of audiences including pupils, staff, parents/carers, governors and the wider school community.
2. **Proven ability** to listen to, understand and respond to the needs of children and adults as individuals and to be flexible and approachable.
3. **Proven commitment** to the professional development of self and staff including personal wellbeing**,** in particular work life balance.
4. **Proven ability** to set clear standards for behaviour, tackle difficult issues, resolve conflict, take challenging decisions and convey outcomes clearly and sensitively.
5. **Proven ability** to be self-critical and reflective
6. **Evidence of** excellent organisation, prioritisation, resilience under pressure and time management skills**.**
7. **Proven ability** to engage parents/carers in supporting children’s learning.

  |  |
| Safeguarding | 1. **Proven understanding** of and commitment to all aspects of Safeguarding.
 |   |
| Knowledge | 1. **Proven knowledge and understanding** of educational legislation, strategies, statutory requirements, guidance and initiatives relevant to the full 4 – 11 age range.
2. **Proven knowledge and understanding** of the statutory role of the governing body and evidence of a willingness to work in a collaborative manner with governors to meet their responsibilities.
 |   |