



## Headteacher Person Specification Core Requirements for Headstart School

### 1. Qualifications

	Essential/ desirable
1.1 DFE qualified teacher status.	E
1.2 Good Honours degree or equivalent.	E
1.3 National Professional Qualification for Headteachers.	D
1.4 Post-Graduate qualification in Education, Education Management or a related discipline.	E

### 2. Knowledge

2.1	Sound knowledge and understanding of recent education legislation and its impact on schools and the ability to anticipate future trends.	E
2.2	Can demonstrate the principles and practice of effective teaching and learning for pupils with varying learning abilities, including Assessment for Learning and personalised learning.	E
2.3	Sound knowledge of the National Curriculum.	E
2.4	Sound knowledge of the statutory, financial and budgetary processes required in the management of a school including best value measures.	E
2.5	A substantial knowledge, experience and enthusiasm for curriculum leadership and development, including a clear grasp of recent changes and the opportunities that the wider curriculum provides for all pupils.	E
2.6	Sound knowledge of the principles and practice of quality assurance systems, including school review, self-evaluation and performance management.	E

### 3. Skills and abilities

3.1	Proven ability to develop and articulate a coherent vision and formulate a plan (that sets high standards for every pupil) for the school, addressing the needs and aspirations of the school and the community in order to achieve excellence.	E
3.2	Proven ability to develop and sustain an effective staffing structure for the school and to delegate tasks appropriately, monitoring their implementation.	E
3.3	The skills to ensure the successful management and implementation of change, including the development of the Extended Schools agenda, through the systematic and rigorous self-evaluation of the work of the school.	E
3.4	Proven ability and confidence to lead, manage, inspire, challenge and motivate the whole school workforce in order to ensure effective team working.	E
3.5	The skills to acknowledge excellence and challenge poor performance across the school.	E
3.6	Proven ability to establish and maintain collaborative working with a wide range of other professionals, as part of the delivery of multi-agency support services to enhance the education of all pupils.	E
3.7	Proven ability to prioritise, plan and organise yourself and others.	E
3.8	Effective communication skills, including the ability to negotiate and influence, and to maintain effective working relationships.	E

3.9	Build and maintain effective relationships with parents, carers, partners and the community that enhance the education of all pupils.	E
3.10	Proven ability to identify and support own training needs and those of staff.	E
3.11	Proven ability to appreciate new technology and understand its usefulness within an educational environment.	E
3.12	Proven ability to think creatively to anticipate and identify problems/needs and construct solutions.	E
3.13	Proven ability to collect and use a rich set of data to understand the strengths and weaknesses of the work of the school.	E

#### 4. Training

4.1	Evidence of extensive participation in in-service training including appropriate management development programmes or activities.	E
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#### 5. Commitment to and awareness of Equal Opportunities issues

5.1	Proven ability to demonstrate awareness of the principles of and commitment to the promotion of equality of access, inclusion and diversity and opportunity for both staff and children, to overcoming obstacles/barriers to this and to removing practices which are counter to it.	E
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#### 6. Commitment to the promotion of Health & Safety at Work

6.1	Proven ability to demonstrate commitment to the promotion of safe working practices and the provision of a safe learning environment for pupils.	E
6.2	Proven ability to develop strategies for risk assessment and to evaluate risk to oneself and to others and to take appropriate action.	E