

Employee Specification Form

Post Number	M23
Job Title	Headteacher – Gayton Primary School
Department	Children & Young People's Services
Prepared by and date	Gayton Primary School – January 2019

Essential Personal Attributes	Stage Identified	Desirable Personal Attributes	Stage Identified
Qualifications <ul style="list-style-type: none"> Recognised teaching qualification, i.e. Certificate of education or PGCE A degree or equivalent qualification Range of in-service training related to school leadership, management and curriculum legislation 	App App/Int App/Int	<ul style="list-style-type: none"> Evidence of further relevant study NPQH or similar leadership training 	App/Int App
Experience <ul style="list-style-type: none"> Recent successful experience as an Assistant/Deputy Headteacher or an existing Headteacher within a primary school setting Evidence of success at leading and managing people and managing whole school innovation and change Experience of leading staff to bring about improvement through targeted professional learning Experience of being part of a team with a thorough knowledge of the current Ofsted inspection framework Experience of working effectively with governors Experience of working with and engaging positively with parents Successful experience of monitoring, evaluating and improving the quality of teaching and learning resulting in positive impact on outcomes Experience of having contributed to the development of statutory policies and procedures Experience of safeguarding policy and procedure Experience of working effectively with a range of external agencies and partner organisations 	App/Int App/Int App/Int App/Int App/Int App/Int App/Int App/Int App/Int App/Int	<ul style="list-style-type: none"> A range of curriculum management/responsibilities Involvement in projects and whole school initiatives beyond the school which enhance teaching and learning In-depth understanding of new assessment processes and a clear vision for next steps 	App/Int App/Int App/Int
Knowledge and Skills <ul style="list-style-type: none"> Clear person philosophy of education Ability to articulate a clear vision for the school and its development over the next five years Ability to process information and opportunities from a range of sources and prioritise according to the needs of the school Knowledge and experience of monitoring teaching and learning and the curriculum to bring about improvements Ability to overcome barriers and challenges to raise standards in teaching and learning The ability to engage parents and promote the caring family/community ethos of the school Ability to demonstrate how set and achieve challenging targets for school teachers and pupils Ability to understand the implications of budget management and financial procedure and the need for accountability Has an effective understanding and use of Performance Management and appraisal to ensure that all staff make an appropriate contribution 	App/Int App/Int App/Int/Obs App/Int App/Int App/Int App/Int App/Int App/Int App/Int	<ul style="list-style-type: none"> Confidence and competence in technology and its effective use for administrative and curriculum purposes Proven track record of identifying and implementing effective intervention strategies An understanding of the creative curriculum and how this can further enhance levels of achievement An understanding of how national and local developments impact of school leadership and management Able to articulate a clear personal vision for the school and its development over the next five years Designated safeguarding lead in school 	App/Int App/int App/int App/int App/int App/int

<ul style="list-style-type: none"> to the whole school linked to their experience and pay scale Up to date knowledge and understanding of the relevant legislation and good practice in relation to the protection and safeguarding of children and young people. Ability to illustrate the purpose and impact of school monitoring and self-evaluation in the process of school improvement. Confidence and competence in ICT and its effective use for administrative, communication and curriculum purposes Secure knowledge of the primary curriculum Experience and competence in tracking and analysis of pupil progress data to raise standards and achievement 	App/Int App/Int App/Int App/Int		
<ul style="list-style-type: none"> Excellent communication and personal skills with a willingness to engage with all stakeholders A clear vision for the future development and promotion of the school in the local community Ability to provide clear educational vision and direction for the future development of the school Commitment to maintain positive links with local school networks and community Enthusiasm, firmness, drive and empathy A clear understanding of the current SEND legislation 	App/Int App/Int App/Int App/Int/Obs App/int		

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These notes should be studied carefully before completing the form overleaf.

List the personal attributes required to fulfil the duties listed in the job description.

They must be:

- set at a level appropriate to the work to be done and *not* higher than necessary
- stated clearly and specifically
- entirely job related

Essential or Desirable

- Essential

Those requirements without which a candidate would be simply unable to do the job.

Any candidate who does not meet the essential requirements must be rejected.

Examples could be the possession of current driving licence or relevant qualification.

- Desirable

Those requirements which are desirable, but not essential.

A candidate should not be rejected for failing to meet any single desirable requirement.

Examples for certain jobs could be local government experience or knowledge of new technology.

Personal Attributes

- Qualifications

What qualifications, if any, should the postholder possess?

To what level

- Experience

What experience, if any, is relevant?

- Knowledge and Skills

Is there any knowledge (other than that covered by qualifications listed) or skills which are relevant? What should the postholder be able to do?

Do not list attributes which cannot be measured, eg “pleasant personality”, “flexible outlook”. Identify only what the postholder needs to do that requires him/her to be pleasant and flexible. Is it that the person needs to communicate effectively with callers (pleasant) or will need to work flexible hours (flexible).

Try to specify the levels of skills that are required, eg if numeracy is specified as a requirement, you should indicate the levels of skill, ie keeping records of petty cash or able to control and monitor substantial budgets.

- Special Requirements

Are there any conditions of service which differ from the norm and with which the postholder must comply? eg live-in requirements, flexible working hours, weekend working.

Stage Identified

Indicate at which stage in the selection process the personal attribute is to be identified, eg application form, interview, tests, references, etc