



HEADTEACHER Person Specification

** Interview includes selection day tasks and activities*

	E (essential) D (desirable)	A (application) I (interview*) R (reference)
Qualifications		
Qualified teacher status	E	A
Degree	E	A
Professional development		
<ul style="list-style-type: none"> Evidence of regular, recent and appropriate professional development for the role of headteacher (eg NPQH) 	E	A,I
<ul style="list-style-type: none"> Evidence of ongoing CPD activity to maintain and develop teaching and curriculum knowledge and skills 	E	A,I
<ul style="list-style-type: none"> Has successfully undertaken approved 'safer recruitment' training or has a commitment to do so before taking up post 	E	A,I
<ul style="list-style-type: none"> Has successfully undertaken appropriate Designated Safeguarding Lead training or has a commitment to do so before taking up post 	E	A
School and strategic leadership		
<ul style="list-style-type: none"> Successful leadership as a headteacher 	D	A,I,R
<ul style="list-style-type: none"> Successful leadership as a deputy or assistant headteacher (minimum 3 years) 	E	A,I,R
<ul style="list-style-type: none"> Successful leadership experience in an 11-18 mainstream setting 	D	A,R
<ul style="list-style-type: none"> Successful track record of leading agreed school-wide strategies to deliver tangible improvements to student experience and outcomes 	D	A,R
<ul style="list-style-type: none"> Successful experience of developing staff within the secondary range (e.g. coaching, mentoring, INSET for staff) 	E	A,I,R
<ul style="list-style-type: none"> Experience of building relationships and communicating with broader school stakeholders (governors, parents, local schools, community organisations) to improve student outcomes 	D	A,I,R
<ul style="list-style-type: none"> A keen knowledge of current thinking within the national picture of education and the impact it will have on our school 	E	A,I
Self-evaluation and school improvement		
<ul style="list-style-type: none"> Ability to evaluate school performance based on a rigorous self-evaluation structure underpinned by a clear understanding of the inspection framework for schools 	E	A,I,R
<ul style="list-style-type: none"> Ability to create and implement a forward-looking school improvement plan, underpinned by sound resource allocation and financial management 	E	A,I,R
<ul style="list-style-type: none"> Experience of financial management and accountability in an Academy school 	D	A,I
<ul style="list-style-type: none"> Experience of securing and managing external funding 	D	A,I



<ul style="list-style-type: none"> Ability to recruit, retain and deploy staff appropriately and manage their workload to achieve the vision and goals of the school 	E	A,I
Experience and knowledge of teaching		
<ul style="list-style-type: none"> Experience of teaching in more than one school 	D	A
<ul style="list-style-type: none"> Have a working and current knowledge and understanding of the changing curriculum at Key Stages 3, 4 and 5 and its relevance to our school 	E	A,I,R
<ul style="list-style-type: none"> Understanding of post-18 pathways and the higher education sector 	D	A,I
<ul style="list-style-type: none"> Understand the needs of SEND students and approaches required to help students with diverse needs meet their potential 	E	A,I,R
<ul style="list-style-type: none"> Understand the effective use of data, assessment and target setting to raise standards/address weaknesses in the classroom 	E	A,I,R
<ul style="list-style-type: none"> Experience of the application of technology in the classroom to improve student experience and outcomes 	D	A,I,R
<ul style="list-style-type: none"> Experience of designing and implementing a coherent and phased personal development curriculum and ethos of well-being 	D	A,I,R
<ul style="list-style-type: none"> Commitment to identifying and sharing of best practice in terms of teaching 	E	A,I,R
Professional skills and attributes		
<ul style="list-style-type: none"> A clear approach to behaviour management and a proven track record of the effective implementation of a range of behaviour management strategies 	E	A,I,R
<ul style="list-style-type: none"> Excellent written and oral communication skills 	E	A,I,R
<ul style="list-style-type: none"> A leader of learning who demonstrates, promotes and encourages outstanding classroom practice 	E	I,R
<ul style="list-style-type: none"> Ability to act as a leader and role-model as regards staff welfare and well-being 	E	I,R
<ul style="list-style-type: none"> Ability to work effectively and collaborate as a whole-school team with staff, students, governors, parents and other stakeholders 	E	I,R
<ul style="list-style-type: none"> Knowledge and understanding of the Headteachers' Standards 2020 which also form the basis of the Job Description 	D	A,I,R
Personal qualities		
<ul style="list-style-type: none"> Demonstrate personal enthusiasm and commitment to the continued promotion and further development of Formby High School's educational philosophy and values 	E	I
<ul style="list-style-type: none"> Be a positive role model with the ability to inspire, challenge, motivate and empower teams and individuals to achieve high goals 	E	I,R
<ul style="list-style-type: none"> Build and maintain collaborative relationships through effective communication, professional integrity and creative, innovative and dynamic leadership 	E	I,R
<ul style="list-style-type: none"> Inspire trust and confidence across the school and community through principled, clear and consistent leadership 	E	I,R



<ul style="list-style-type: none"> • Demonstrate a capacity for sustained hard work with energy, vigour and resilience 	E	I,R
<ul style="list-style-type: none"> • Clear-thinking and well-organised; able to keep focused on medium to long term goals, whilst maintaining flexibility to adapt to unforeseen challenges 	E	I,R
<ul style="list-style-type: none"> • Possess strong personal presence both within and beyond Formby High School and the ability to act as a successful ambassador for the school 	E	I,R
Safeguarding		
<ul style="list-style-type: none"> • Displays commitment to the protection and safeguarding of children and young people 	E	A,I
<ul style="list-style-type: none"> • The ability to form and maintain appropriate relationships and personal boundaries with young people 	E	A,I
<ul style="list-style-type: none"> • Has up to date knowledge and understanding of relevant legislation and guidance in relation to working with and protection of children and young people and how this would apply in the local school context 	E	A,I
<ul style="list-style-type: none"> • Will co-operate and work with relevant agencies to protect young people 	E	A,I
Attitude and commitment		
<ul style="list-style-type: none"> • Commitment to the continued long-term development of excellence at Formby High School 	E	I
<ul style="list-style-type: none"> • Belief in the value of comprehensive education 	E	I
<ul style="list-style-type: none"> • Commitment to an ethos of inclusion and achievement for all 	E	I
<ul style="list-style-type: none"> • An ambition to lead a whole school strategy, engaging all our stakeholders 	E	I
<ul style="list-style-type: none"> • Commitment to maintaining excellence in pastoral care 	E	I

This school is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment.