

Headteacher Person Specification

Attributes	Essential	Desirable
Qualifications/ Training		
Education / other	Qualified Teacher Status.	Degree or equivalent. Higher degree qualification, Postgraduate courses. Recognised management qualification
Professional development	Participation in work in other schools at leadership level	Evidence of sustained participation in relevant CPD especially relating to leadership and management NPQH or equivalent
Experience		
Teaching	Experience as a classroom teacher. Experience of leadership. Experience of leading a significant successful initiative	Evidence of wider school leadership. Experience of teaching in a range of schools
Schools	Experience of a wide range of schools.	Experience of leadership and management role in other schools.
Management responsibility	Experience as a Deputy Head teacher with a proven track record.	Experience as a head teacher, acting head teacher, deputy head teacher with significant management experience. Experience of working in a MAT
Resources	Experience of managing financial resources. Experience of performance management of staff.	Experience of managing a significant or whole school budget, appointing and deploying staff resources
Knowledge and Understanding		
National context	Knowledge of current education policy and implications for school leaders. Knowledge about effective teaching and learning and pedagogy.	Knowledge of other relevant legislation and their implications for schools.
Learning & Teaching	Practical understanding of effective learning and teaching strategies including interventions and catch up strategies.	Understanding and use of various and effective models for improving teaching and learning.
Standards	Proven strategies to raise pupil achievement for all Key Stages. A proven track record of positive behaviour management and inclusivity. Understanding how to set and achieve aspirational targets.	Awareness of strategies to improve outcomes for vulnerable groups, including disadvantaged pupils and SEND.
Curriculum	Understand the statutory requirements of the National Curriculum including assessment, recording and reporting. Experience of planning the curriculum across the age range of the school.	Significant experience of planning the broader curriculum. A clear vision for the curriculum for this school, including underlying principles, values and aspirations for pupils.
Parents and Community	Experience of working directly with parents to raise standards in a variety of ways.	Experience of developing effective relationships with other schools in
Governance	Knowledge of the roles of Governors Knowledge of the strategic role of Governors.	First-hand experience of working with governors in order to formulate a vision for the school and raise standards for pupils.

Skills		
Leadership	<p>Ability to work collegiately with senior leaders.</p> <p>Ability to provide clear vision and articulate values.</p> <p>Ability to delegate responsibility, set high standards and provide a focus for improvement.</p>	Proven ability to inspire, lead and participate actively in building and sustain a learning community with others within and beyond the school.
Management	<p>Ability to lead and manage change, monitor and evaluate its impact.</p> <p>Able to motivate and manage children and staff</p>	Played a leading role in developing and implementing a School Development Plan or Raising Achievement Plan
Relationships	<p>A strong background in establishing and maintaining excellent relationships with all involved with the school.</p> <p>Commitment to the school's wider community, other educational establishments and Children's Services.</p>	Inspires productive relations with all school community including external partners. Takes a lead role in determining direction.
Interpersonal and Communication skills	<p>Ability to communicate effectively and implement strategies across all aspects of the school so that all stakeholders have a clear understanding of expectations and their role.</p> <p>Flexible and approachable. Resilient under pressure. Able to deal sensitively with people and work to resolve conflicts. Manage workloads and those of others.</p> <p>An understanding of and proficient use of ICT to communicate effectively.</p>	An understanding of and competent use of ICT including emerging technologies to aid and promote the quality of teaching, learning and administration.
Attitudes		
Education philosophy	<p>A proven commitment to drive up standards of achievement through partnership with parents and other stakeholders.</p> <p>A determination to progress school improvement and a desire to fulfil each child's potential. To continue to uphold the ethos of the school.</p>	Inspire and influence others within and beyond school – to believe in the fundamental importance of education in young people's lives and to promote the value of education
Staff development	Commitment to the development of all staff, teaching and non-teaching.	Played a role in establishing an effective staff development programme. Use performance management processes to build a highly effective team and succession plan.
Safeguarding	A clear understanding of the importance of safeguarding and child protection and promoting the welfare of children and young people	
Equal opportunities	Commitment to all forms of equality under the Equality Act 2010.	