

Person Specification – Headteacher

Essential	Desirable	Evidence
Qualifications and experience		
<ul style="list-style-type: none"> First degree Qualified Teacher Status A continued commitment to own professional development Headteacher, Head of School or Deputy Headteacher of a same-phase school/academy Teaching experience within the designated age range Knowledge of child-safeguarding issues and successful use of measures that promote and ensure the safe-guarding of children 	<ul style="list-style-type: none"> NPQH Relevant further degree Further relevant professional studies Experience of more than one school/academy 	<ul style="list-style-type: none"> Application form Certificates References
Leading strategically		
<p>Knowledge and understanding of:</p> <ul style="list-style-type: none"> Models of effective leadership and organisational structures New technologies and their potential impact Strategic planning processes, tools and techniques Ways of achieving stakeholder and community engagement Leading change, creativity and innovation Methods of establishing networks with further and higher education and with local businesses and agencies <p>Skills:</p> <ul style="list-style-type: none"> Think strategically, analytically and creatively Build capacity and achieve sustainability Deal with complexity and uncertainty 	<p>Knowledge and understanding of:</p> <ul style="list-style-type: none"> Developments in education at local, national and global levels <p>Skills:</p> <ul style="list-style-type: none"> Demonstrate political acumen 	<ul style="list-style-type: none"> Application form Letter of application References Interviews

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<ul style="list-style-type: none"> ▪ Build a vision and communicate clear purpose and sense of direction ▪ Anticipate, lead and manage change ▪ Use research to support and challenge practice ▪ Inspire, challenge, motivate and empower others to attain challenging outcomes ▪ Celebrate achievement and acknowledge excellence ▪ Model the vision and values of the school ▪ Work strategically with the governing body 		
Leading teaching and learning		
<p>Knowledge and understanding of:</p> <ul style="list-style-type: none"> ▪ Methods to ensure the specified teaching standards are harnessed and maintained by all teaching staff ▪ Curriculum design and management ▪ Principles of quality learning, teaching and assessment including school review and self-evaluation ▪ Use of external support and expertise ▪ Behaviour and attendance management ▪ New technologies to support learning and teaching ▪ Strategies for improving outcomes and achieving excellence for all ▪ Tools for data collection and analysis <p>Skills:</p> <ul style="list-style-type: none"> ▪ Design, develop and deliver the curriculum ▪ Demonstrate equality and diversity in teaching and learning ▪ Achieve the best possible learning outcomes for all ▪ Use developmental models for teaching and learning ▪ Engage parents in students' teaching and learning 	<p>Knowledge and understanding of:</p> <ul style="list-style-type: none"> ▪ Ways of applying effective practice and research evidence to improve outcomes ▪ Political impact of external, community or family factors on learning <p>Skills:</p> <ul style="list-style-type: none"> ▪ Capitalise on appropriate sources of external support and expertise 	<ul style="list-style-type: none"> ▪ Application form ▪ Letter of application ▪ References ▪ Interviews

Essential	Desirable	Evidence
<ul style="list-style-type: none"> Manage and use performance data Deploy technology to support teaching and learning Develop and use effective assessment and moderation systems Understand whole school culture of best practice in teaching and learning Understand flexible and comprehensive learning opportunities for all students Evaluate, review and develop systems and structures 		
Leading the organisation		
<p>Knowledge and understanding of:</p> <ul style="list-style-type: none"> Employment market, effective recruitment, deployment and management of staff Technology to enhance organisational effectiveness Strategies to maximise contributions from the workforce Accountability frameworks Legal issues relating to leading and managing a school, derived from all relevant statutory and regulatory frameworks Strategic financial planning, budget management and principles of best value Organisational development, planning and implementing change Governance processes and models of operation <p>Skills:</p> <ul style="list-style-type: none"> Seek expertise and advice from within and outside the school Delegate, collaborate and distribute leadership Manage others within an accountability framework 	<p>Knowledge and understanding of:</p> <ul style="list-style-type: none"> Development of and access to school buildings and facilities Project management techniques <p>Skills:</p> <ul style="list-style-type: none"> Manage industrial relations 	<ul style="list-style-type: none"> Application form Letter of application References Interviews

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<ul style="list-style-type: none"> ▪ Create an environment which enables people to perform at their best and underpins effective employee relations ▪ Manage the school's financial, human and physical resources ▪ Establish structures and systems so operational decisions are based on informed discussion ▪ Develop and sustain a safe, secure and healthy school environment ▪ Create a working environment which takes account of workload and work-life balance 		
Leading people		
<p>Knowledge and understanding of:</p> <ul style="list-style-type: none"> ▪ Significance of interpersonal relationships, including impact on teacher performance and student learning ▪ Performance management, continuous professional development and sustained school improvement ▪ Building motivation, including the importance of celebrating achievement ▪ Own performance, ways of obtaining feedback and how to improve <p>Skills:</p> <ul style="list-style-type: none"> ▪ Develop self-awareness, self-management and self-confidence and use effectively ▪ Listen, reflect and communicate effectively ▪ Give feedback and provide support to improve performance ▪ Hold people to account and challenge under-performance ▪ Develop a culture of learning and continuous professional development 	<p>Knowledge and understanding of:</p> <ul style="list-style-type: none"> ▪ Building and sustaining a learning community within a diverse workforce ▪ Support and development systems for individuals and teams <p>Skills:</p> <ul style="list-style-type: none"> ▪ Negotiate and manage conflict, providing appropriate support 	<ul style="list-style-type: none"> ▪ Application form ▪ Letter of application ▪ References ▪ Interviews

Essential	Desirable	Evidence
<ul style="list-style-type: none"> Receive and act on feedback to build on strengths and improve personal performance Create a culture which encourages ideas and contributions from others Foster an open, fair and equitable culture Motivate, develop, empower and sustain individuals and teams High standards of personal and professional conduct 		
Leading in the community		
<p>Knowledge and understanding of:</p> <ul style="list-style-type: none"> Multi-agency work (including the team around the student), benefits and risks of multi-agency working Collaboration and partnership working (including school, home, community and business partnerships) Wider curriculum beyond the school and opportunities it provides Diversity and community cohesion issues <p>Skills:</p> <ul style="list-style-type: none"> Establish and engage in partnerships, including working with multi-agency teams Consult, engage and communicate with staff, students, parents and carers to enhance students' learning Engage in cross phase working and transition issues Collaborate and work within and across the community Engage the community in systematic evaluation of the school's work and act on outcomes 	<p>Knowledge and understanding of:</p> <ul style="list-style-type: none"> Extended service provision, commissioning and contracting The diversity of professional cultures and ways of working Strengths, capabilities and objectives of other schools, services and agencies <p>Skills:</p> <ul style="list-style-type: none"> Take a leadership role within and across the community Engage in school-to-school collaboration and contribute to leadership in the wider education system Contribute to achievement of community cohesion Broker and commission services 	<ul style="list-style-type: none"> Application form Letter of application References Interviews