

**Headteacher Person Specification**

# Section 1 Qualification and Experience

## Qualifications

* Have achieved QTS
* To have National Professional Qualification for Headship OR be able to evidence further Professional Development in preparation for Headship e.g. NPQSL, CEPQH.

## Experience

* Have teaching experience of working with more than one Key Stage including Early Years
* Evidence of successful senior leadership experience in more than one school, or recent DHT or HT experience
* Appropriate training and experience of Safeguarding / Child Protection and able to demonstrate knowledge and understanding of current legislation, guidance and best practice for safeguarding and child protection, including safer recruitment.
* Demonstrate a proven record of effective senior leadership that has led to successful whole school improvement and the improvement of pupil outcomes
* Can demonstrate impact of line management and appraisal on school improvement
* Demonstrate a good level of understanding on how to prepare and manage a school budget.
* Knowledge of strategic financial planning and budget management to achieve educational goals and priorities
* Experience and good understanding of School Improvement Planning and Self Evaluation
* Experience of working with Governors, parents and the wider community

# Section 2 Leadership

* Leads by example – with integrity, creativity, resilience and clarity
* Is able to inspire and influence staff, pupils, parents and the local community, developing engagement with the school vision, values and goals which impact on school improvement
* Demonstrates ability to think strategically: initiating, planning, monitoring and evaluating school improvement and change processes
* Demonstrates excellent people management skills, emotional intelligence and approachability
* Is able to make difficult decisions and convey outcomes clearly and sensitively, influencing others in a variety of situations
* Welcomes strong governance and actively supports the GB to understand its role and deliver its functions of strategy-setting and monitoring effectively

# Section 3 Teaching, learning, assessment and additional/special educational needs

* Creates an effective and stable learning environment
* Maintains a good knowledge of latest developments and innovative ideas, effectively analyses risk and working in partnership with the senior leadership team, implements these to drive school performance
* Ensures that teachers and other staff have consistently high expectations of what each pupil can achieve and therefore ensures that pupils are effectively prepared for their next phase of education and life
* Holds a passionate belief that all young people can succeed
* Creates an outward-facing school which works with the CARE Foundation Trust schools and other schools and organisations in a climate of mutual challenge, to champion best practice and secure excellent achievements for all pupils
* Makes rational judgements from the available information, analysing and using effectively to inform future practice
* A proven track record of implementing a school wide consistent approach to positive behaviour management
* Evidence of fostering a culture of high expectation and mutual respect between pupils and adults

# Section 4 Organisational effectiveness

* Is able to hold all staff to account for their professional conduct and practice, supporting them to improve and value excellent practice
* Distributes leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account
* Creates an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other
* Has experience of working in partnership with the school leadership team, responding to change opportunities, providing effective solutions for implementation and making positive use of the opportunities it presents
* Exercises strategic, curriculum-led financial planning to ensure effective deployment of budgets and resources, to improve pupil achievement and ensure the school’s sustainability
* Delegates work appropriately and fairly
* Manage and organise the school site effectively to ensure that it meets the needs of the school and health and safety regulations
* Ability to write an effective school improvement plan that balances the priorities of whole school improvement, team and individual needs

# Section 5 Ethos & Values

* Ability to maintain and build on the school’s ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community
* Is committed to promoting positive and respectful relationships across the school community and a safe, orderly and inclusive environment
* Encourages organisational and individual responsibility towards the community and the environment
* Experience of creating a positive culture for attendance, mental health and well being for staff and pupils
* Promotes equality of opportunity and respect for diversity including with Pupil Premium and Vulnerable groups

# Section 6 Safeguarding

* Demonstrate a commitment and understanding to Safeguarding and the promotion of the welfare and safety of children within the Schools Safeguarding culture
* Have a deep and accurate working knowledge of relevant policies,

procedures and practices related to all aspects of Safeguarding and Child Protection

* Can demonstrate leadership impact on the development of a culture of vigilance and nurture across the whole school community

# Section 7 Personal Qualities

* Ability to work under pressure and prioritise effectively
* Sense of humour
* Shows resilience and calmness in the face of criticism

**The School are committed to Safeguarding and promoting the welfare of children and young people. The post is subject to an Enhanced Disclosure Application to the Disclosure and Barring Service**