



Person Specification: Headteacher

Hornbeam Primary School

Please find below the key skills, experience and qualifications we are looking for in our new

Headteacher All the following relate to experience in primary leadership.

We will be looking for evidence of these when assessing candidates throughout the selection process. (Application Form = A and Interview = I)

This person specification outlines the attributes that we would hope to have in our new Headteacher for Hornbeam Primary School. However, we realise that not every applicant will have had the opportunity to gain experience in every area. A strong application will outline some evidence from each category and the interview process will ensure that every category within the category is addressed.

APPOINTMENT CRITERIA	Essential/ Desirable	Assessed From
Qualifications		
<ul style="list-style-type: none"> • Qualified Teacher Status • Evidence of further professional development in preparation for educational leadership within Primary Education 	E E	A A
Experience		
<ul style="list-style-type: none"> • Evidence of successful substantial senior leadership at headship or deputy headship level 	E	AI
<ul style="list-style-type: none"> • Evidence of successful collaborative working and the development of partnerships with key stakeholders e.g. other headteachers, LA Officers, and the voluntary sector 	E	AI
<ul style="list-style-type: none"> • Evidence of successfully analysing data and drawing up improvement plans which are monitored and evaluated and result in measurable improvement 	E	AI
<ul style="list-style-type: none"> • Evidence of driving up standards of teaching and learning to ensure excellent outcomes for pupils including reducing the gap for disadvantaged pupil groups 	E	AI
<ul style="list-style-type: none"> • Evidence of effectively promoting and implementing the processes necessary to safeguard and promote the welfare of children 	E	AI
<ul style="list-style-type: none"> • Evidence of effective working with vulnerable families and with multi-agency teams to develop integrated programmes of support for children with a range of E barriers to their learning 	E	AI
<ul style="list-style-type: none"> • Evidence of successfully developing and maintaining a fair and open workplace culture, and an ability to manage conflict positively 	E	AI

• Evidence of successful management of staff performance including supervision, target setting and capability and / or conduct management procedures	E	AI
Skills and Abilities		
• Ability to manage and monitor budgets and deploy human resources	E	AI
• Ability to develop leadership capacity and skills within teams and individuals	E	AI
• Ability to work under pressure, determine priorities and meet deadlines	E	AI
• Ability to communicate effectively to all stakeholders	E	AI
• Ability to display a solution focussed, positive approach to challenges	E	AI
• The ability to lead with optimism, continually building and developing positive relationships; inspiring and engaging all members of the school community	E	AI
• Ability to support staff, model best practice and drive improvement where necessary	E	AI
• Ability to promote the school within the local community with a commitment to developing and maintaining collaborative partnerships with the governing body, parents, other schools, pre-schools, Local Authority and external agencies	E	AI
Knowledge		
• A sound knowledge and understanding of the whole primary phase including Early Years	E	AI
• A sound knowledge and understanding of the barriers to learning and inclusion experienced by children and young people	E	AI
• A sound knowledge of a range of school improvement strategies which accelerate progress rates and close gaps for disadvantaged pupils	E	AI
• Clear understanding of how to work positively and transparently with the Governing Body	E	AI
• Knowledge in establishing and/or working within a Multi Academy Trust or Mixed Multi Academy Trust	D	I
Personal Qualities		
• An outstanding classroom practitioner	E	AI
• A strategic leader able to plan and articulate a clear direction for the school and to use colleagues' strengths to drive the school forward	E	AI
• Emotional resilience	E	I
• Motivated, well organised, creative, with a genuine commitment and sense of fun	E	I
• Have a passionate desire for every child to achieve their very best in their academic, social, physical and spiritual development	E	I