BROOKLANDS PRIMARY SCHOOL



Person Specification for Headteacher

***The applicant will be required to safeguard and promote the welfare of children and young people***

Selection decisions will be based on the criteria below. At each stage of the process an assessment will be made by the appointment panel to determine the extent to which the criteria have been met and the ability to fulfil the job description for the post.

Candidates failing to meet any of the essential criteria will automatically be excluded at any stage of the process.

The appointing panel will use a combination of assessment tools to determine each candidate's suitability and the extent to which the criteria have been met. These assessment tools include (but are not limited to) the application form (A), supporting statement, information gathered during the interview process (I) and references (R).

# A: Qualifications

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| --- | --- | --- | --- |
| **Qualification requirements** | **Essential** | **Desirable** | **Source** |
| Qualified teacher status | X |  | A |
| Degree |  | X | A |
| NPQH or equivalent |  | X | A |

**B: Professional Development**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Essential** | **Desirable** | **Source** |
| Evidence of recent and appropriate professional development for the role of headteacher. | X |  | A |
| Evidence of recent leadership and management professional development | X |  | A |
| Up to date safeguarding training and knowledge of legislation for the protection of young people. | X |  | A |

**C: School Leadership and Management Knowledge and Experience**

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| --- | --- | --- | --- |
|  | **Essential** | **Desirable** | **Source** |
| Successful leadership as a Headteacher |  | X | A |
| Successful leadership as a deputy headteacher or assistant headteacher | X |  | A |
| Evidence of successfully leading school improvement | X |  | A/I |
| Evidence of the application of strategies to review, evaluate and improve teaching and learning. | X |  | A/I |
| Experience of curriculum leadership and development | X |  | A/I |
| Experience of working constructively with parents/carers | X |  | A/I |
| Experience of monitoring staff performance | X |  | A/I |
| Experience of effective budget management and financial analysis | X |  | A/I |
| The ability to provide support and advice to the Governing Body to enable it to meets its responsibilities. | X |  | A/I |
| An understanding of strategic financial planning in relation to its contribution to school improvement and pupil achievement. |  | X | A/I |
| To have had experience of guiding, coaching, mentoring or training individuals or teams. | X |  | A/I |
| Maintains good awareness of current national education policy and strategy. | X |  | A/I |

**D: Experience and knowledge of teaching**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Essential** | **Desirable** | **Source** |
| Successful teaching of pupils in the primary phase | X |  | A/R |
| To have a working and current knowledge and understanding of all 3 Key Stages in the primary phase | X |  | A/R |
| Can effectively analyse school data and identify appropriate actions which then form part of the school improvement plan. | X |  | A/I |
| Commitment to ensuring inclusion and addressing diversity positively. | X |  | A/I |
| A sound understanding of how children learn, how teachers can better teach and how to raise achievement for all pupils. | X |  | A/I/R |

**E: Professional Attributes**

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| --- | --- | --- | --- |
|  | **Essential** | **Desirable** | **Source** |
| An ability to create a positive school environment where staff and pupils thrive | X |  | A/R |
| An ability to communicate effectively, both orally and in writing, with a range of audiences | X |  | A/I |
| To be an effective and inspirational leader of learning demonstrating, promoting and encouraging excellent classroom practice. | X |  | A/I/R |
| A commitment to the professional development for all staff, and self. | X |  | A |
| Have a good commitment to sustained attendance at work | X |  | A |
| Demonstrable ability to engage and work collaboratively with parents and carers. | X |  | A/I |
| The ability to effectively plan, prioritise and organise self and others | X |  | A/R |
| The ability to develop and promote a distinctive curriculum with a focus on creativity and the arts | X |  | A |

**F: Personal Qualities**

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| --- | --- | --- | --- |
|  | **Essential** | **Desirable** | **Source** |
| The capacity to provide inspirational, enthusiastic and innovative educational leadership | X |  | A/I |
| A caring and considerate attitude towards children, with a passion for achieving the very best outcomes for all | X |  | I/R |
| Flexibility, initiative and drive to maintain a positive attitude in the face of a challenging and demanding job | X |  | A/I |
| An ability to establish effective working relationships with a wide and diverserange of people including pupils, colleagues, parents, governors, colleagues, other schools, professionals and wider community | X |  | A/I/R |
| The ability to nurture and inspire confidence | X |  | I |
| The ability to perform effectively under pressure | X |  | I/R |
| The ability to build, create and then communicate a clear vision for the school | X |  | I |
| Think analytically and creatively and demonstrate initiative in solving problems | X |  | A/I/R |
| Be aware of their own strengths and areas for development. | X |  | A/I |
| Evidence of taking an active role in all aspects of school life | X |  | A/I |

**G: Safeguarding**

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| --- | --- | --- | --- |
|  | **Essential** | **Desirable** | **Source** |
| Displays commitment to the protection and safeguarding of children and young people | X |  | A/I/R |
| The ability to form and maintain appropriate relationships and personal boundaries with young people. | X |  | A/I/R |
| Has up to date knowledge and understanding of relevant legislation and guidance in relation to working with and protection of children and young people | X |  | A/I/R |
| Will co-operate and work with relevant agencies to protect young people | X |  | A/I/R |

**H: Professional Skills**

Each candidate will be expected to demonstrate knowledge and understanding of the National Standards of Excellence for Headteachers 2015 which also form the basis of the Job Description for a Headteacher in a LA school.

Candidates will be expected to show evidence of having applied this knowledge and understanding in their current setting as well as an awareness of how this will be applied in Brooklands Primary School.

# I: Confidential References and Reports

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| --- | --- |
| Positive recommendation from current employer | E |
| Positive recommendation from Local Authority or MAT (as appropriate) | E |

**K: Application Form and Supporting Statement**

*The form must be fully completed and legible. The supporting statement should be clear, concise and related to the specific post. The supporting statement should be no more than 3 sides of A4, Ariel font, size 11.*