**Person Specification for Headteacher at Clitheroe St James' Voluntary Aided CE School**

***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, supporting statement, information gathered during the interview process and references.

**[A] Faith Commitment**

|  |  |  |
| --- | --- | --- |
|  |  | **Essential/ Desirable** |
|  | Regular involvement in a church in membership of Churches Together in England, The Evangelical Alliance or North West Gospel Partnership. | E |

**To be able to demonstrate their knowledge and understanding of the following in the context of a Church school.**

|  |  |  |
| --- | --- | --- |
|  |  | **Essential/ Desirable** |
|  | Strategic thinking and planning that builds, communicates and carries forward a coherent and shared Christian vision for the school | E |
|  | Ways to ensure that the Christian vision enables the flourishing of pupils and adults within the school and its community | E |
|  | Leading school worship | E |
|  | Ways of developing the effectiveness of religious education and the impact of collective worship | E |
|  | How relationships should be fostered and further developed between the school, local Church and its community and Diocese of Blackburn | E |
|  | Ways of leading the spiritual development of all the school community | E |

**[B] Qualifications**

|  |  |  |
| --- | --- | --- |
|  | **Qualification requirements** | **Essential/ Desirable** |
|  | Qualified teacher status | E |
|  | Degree | E |

**[C] Professional Development**

|  |  |  |
| --- | --- | --- |
|  |  | **Essential/ Desirable** |
|  | Evidence of recent and appropriate professional development for the role of Headteacher | E |
|  | Up to date safeguarding training and knowledge of legislation for the protection of young people | E |

**[D] School leadership and management knowledge and experience**

|  |  | **Essential/ Desirable** |
| --- | --- | --- |
|  | Successful leadership as a Deputy Headteacher **OR** Assistant Headteacher | E |
|  | Evidence of successfully leading school improvement | E |
|  | Evidence of the application of strategies to review, evaluate and improve teaching and learning and a track record of improving pupil achievement | E |
|  | Experience of successfully leading curriculum development | E |
|  | Experience of monitoring staff performance | D |
|  | Experience of effective budget management and financial analysis | D |
|  | An understanding of strategic financial planning in relation to its contribution to school improvement and pupil achievement | E |
|  | The ability to provide support and advice to the Governing Board to enable it to meet its responsibilities | E |
|  | To have had experience of guiding, mentoring or training individuals or teams | E |
|  | Maintains good awareness of current national education policy and strategy | E |

**[E] Experience and knowledge of teaching**

|  |  |  |
| --- | --- | --- |
|  |  | **Essential/ Desirable** |
|  | Proven excellence in teaching pupils in the primary phase | E |
|  | To have a working and current knowledge and understanding of all 3 Key Stages in the primary phase | E |
|  | Can effectively analyse school assessment information, accurately evaluate the performance of the school and identify appropriate actions, which then form part of a focussed and cohesive school improvement plan | E |
|  | Commitment to ensuring inclusion and addressing diversity positively | E |
|  | A sound understanding of how all children learn, how teachers can best teach and has high expectations for the achievement of all pupils | E |

**[F] Professional Attributes**

|  |  |  |
| --- | --- | --- |
|  |  | **Essential/ Desirable** |
|  | A wide range of behaviour management skills based around creating a climate of mutual trust | E |
|  | An ability to communicate effectively, both orally and in writing, with a range of audiences | E |
|  | To be a leader of learning; demonstrating, promoting and encouraging excellent practice across the school | E |
|  | A commitment to the professional development for all staff, and self | E |
|  | Have a strong commitment to sustaining regular attendance at work | E |
|  | To be able to assess and balance risks and opportunities | E |
|  | An ability to engage and work collaboratively with parents, carers and the wider community | E |
|  | The ability to plan, prioritise and organise self and others | E |

**[G] Personal Qualities**

|  |  |  |
| --- | --- | --- |
|  |  | **Essential/ Desirable** |
|  | A passion and determination for achieving the very best outcomes for all children | E |
|  | A commitment to support the wellbeing of the whole school community | E |
|  | The capacity to provide inspirational, ambitious and innovative educational leadership | E |
|  | A caring and considerate attitude towards children, which values each child's potential and recognises each child as an individual. | E |
|  | Flexibility, initiative and personal responsibility to maintain a positive attitude in the face of a challenging and demanding job | E |
|  | An ability to establish effective working relationships with a wide and diverse range of people including pupils, parents, Governors, colleagues, other professionals and wider community | E |
|  | The ability to perform effectively under pressure | E |
|  | The ability to build, create and confidently communicate a clear vision for the school where values are shared by all | E |
|  | Think analytically and creatively and demonstrate initiative in solving problems | E |
|  | Be aware of their own strengths and areas for development and listen to and act upon, as appropriate, feedback from others | E |

**[H] Safeguarding**

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

**[I] Professional Skills**

Each candidate will be expected to demonstrate knowledge and understanding of the Headteachers' Standards 2020 which also form the basis of the Job Description. 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 Clitheroe St James' CE Primary School.

**[J] Confidential References and Reports**

|  |  |  |
| --- | --- | --- |
|  | Positive and supportive faith reference from the priest/minister where the applicant regularly worships  *Candidates who do not use their Parish priest/minister must give an explanation in the letter of application* | E |
|  | Positive recommendation from all referees, including current employer | 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 role of the Headteacher in this Church of England School and no longer than 3 sides of A4 using Arial Font Size 11.*