**Person Specification for Headteacher at Coates Lane Primary 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] Qualifications**

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

**[B] Professional Development**

|  |  |  |
| --- | --- | --- |
|  |  | **Essential/ Desirable** |
|  | Evidence of recent and appropriate professional development for preparation to be a primary Headteacher (for a first time head)**Or**Evidence of ongoing appropriate leadership and management professional development as a primary headteacher (if a serving head) | E |
|  | Up to date safeguarding training and knowledge of legislation for the protection of young people.  | E |

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

|  |  | **Essential/ Desirable** |
| --- | --- | --- |
|  | Successful leadership as a Deputy Headteacher or Assistant headteacher in a primary school.  | E |
|  | Evidence of the application of strategies to review, evaluate and improve all aspects of a school – quality of education, leadership and management | E |
|  | Experience of leading curriculum development | E |
|  | Experience of undertaking a range of staff performance management activities.  | E |
|  | Experience of effective budget management and financial analysis for part of a school budget eg one cost centre.  | E |
|  | 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 peer support for individual members of staff or staff team to improve practice. | E |
|  | Maintain good awareness of current national education policy and strategy. | E |

**[D] 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 Early Years Foundation Stage, Key Stage 1 and Key Stage 2.  | E |
|  | Can effectively analyse assessment information and identify appropriate actions which then form part of the school improvement plan and immediate class teaching.  | E |
|  | Commitment to ensuring inclusion and addressing diversity positively.  | E |

**[E] Professional Attributes**

|  |  |  |
| --- | --- | --- |
|  |  | **Essential/ Desirable** |
|  | Strong behaviour management skills | 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 classroom practice. | E |
|  | A commitment to the professional development and wellbeing for all staff, and self. | E |
|  | Have a good 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 and carers.  | E |
|  | The ability to plan, prioritise and organise self and others | E |

**[F] Personal Qualities**

|  |  |  |
| --- | --- | --- |
|  |  | **Essential/ Desirable** |
|  | A passion for achieving the very best outcomes for all children | E |
|  | A personal vision and philosophy for growing an innovative and forward thinking school. | E |
|  | The ability to communicate the Coates Lane's current vision to all people | E |
|  | Recognise the 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 gain the trust and confidence of a school community.  | 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 reflect constructively and act upon as appropriate, feedback from others | E |

**[G] 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 |

**[H] 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 xxx school.

**[I] Confidential References and Reports**

|  |  |
| --- | --- |
| Positive recommendation from all referees, including current employer | **E** |

**[J] 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.*