# HOLLYGROVE_LOGO small

**Person Specification/Selection Criteria for**

**Headteacher at Holly Grove Primary School**

***The applicant will be required to safeguard and promote***

***the welfare of children and young people***

**Note:** Candidates failing to meet any of the essential criteria will automatically be excluded

**[A] Qualifications**

|  |  |  |  |
| --- | --- | --- | --- |
| **Qualification requirements** | **Essential** | **Desirable** | **Source** |
| Qualified teacher status | ✓ |  | **Cert** |
| Degree |  | ✓ | **Cert** |

**[B] Professional Development**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Essential** | **Desirable** | **Source** |
| Evidence of regular, recent and appropriate professional development for the role of headteacher. | ✓ |  | **Cert/A/R** |
| Evidence of recent leadership and management professional development | ✓ |  | **“** |
| Has successfully undertaken the Secretary of State's (NCSL, CWDC or local authority) approved "safer recruitment" training or has a commitment to do so before taking up post/ within 12 months of taking up the post | ✓ |  | **“** |
| Has successfully undertaken appropriate Child Protection training/ Designated Senior Lead training | ✓ |  | **“** |
| Has successfully undertaken SEND specific training |  | ✓ | **“** |

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

|  | **Essential** | **Desirable** | **Source** |
| --- | --- | --- | --- |
| Successful leadership as a headteacher |  | ✓ | **A/R/I** |
| Successful leadership as a deputy headteacher or assistant headteacher | ✓ |  | **“** |
| Be able to demonstrate successful/effective leadership in a school in a similar community / facing similar challenges | ✓ |  | **“** |
| Have knowledge and understanding of working within a special school environment |  | ✓ | **“** |
| To have taken an active involvement in school self-evaluation and development planning | ✓ |  | **“** |
| Knowledge and understanding of strategic financial planning and budgetary management in relation to their contribution to school improvement and pupil achievement. | ✓ |  | **“** |
| An awareness of the/ previous involvement in/ active involvement in/ fully conversant with financial management processes of a special primary school. |  | ✓ | **“** |
| An awareness of the implications of working within a PFI building |  | ✓ | **“** |
| To have had responsibility for policy development and implementation | ✓ |  | **“** |
| To have had experience of and ability to contribute to staff development across the primary range. (E.g. coaching, mentoring, INSET for staff). | ✓ |  | **“** |

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

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Essential** | **Desirable** | **Source** |
| Experience of teaching in more than one school |  | ✓ | **A** |
| Experience of teaching in a special school |  | ✓ | **“** |
| To have taught across EYFS, KS1, KS2 |  | ✓ | **“** |
| Significant teaching experience within the primary phase | ✓ |  | **“** |
| To have a working and current knowledge and understanding of all 3 Key Stages in the primary phase | ✓ |  | **A/I** |
| To be able to effectively use data, assessment and target setting to raise standards/address weaknesses | ✓ |  | **A/R/I** |
| To be able to exemplify how the needs of all pupils (SEN, AEN, AGT, EAL, GRT) have been met through high quality teaching. |  | ✓ | **A/I** |

**[E] Professional Attributes**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Essential** | **Desirable** | **Source** |
| Demonstrate an awareness of the wide range of needs and abilities of the pupils at Holly Grove School and how these could be met. | ✓ |  | **A/I** |
| Excellent written and verbal communication skills (which will be assessed at all stages of the process). | ✓ |  | **A** |
| To be a leader of learning demonstrating, promoting and encouraging outstanding classroom practice. | ✓ |  | **A/R/I** |
| **Show a good commitment to sustained attendance at work** | **E** |  | **R** |

[**F] Professional Skills**

(Based on the National Standards for Headship 2020)

Whilst the headteacher is expected to meet all the National Standards of Headship in relation to this appointment candidates are particularly required to demonstrate their knowledge and understanding of the following:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Essential** | | **Desirable** | | **Source** |
| Leading Learning and Teaching | | | | | |
| 1. *Curriculum design and management that help to provide the choice and flexibility to meet the personal learning needs of every pupil* | ✓ |  | | A/I | |
| 1. *Monitoring and evaluating the effectiveness of learning and teaching, including its outcomes in terms of standards and achievement and personal development and well-being* | ✓ |  | | “ | |
| Shaping the Future | | | | | |
| 1. *Strategic thinking and planning that builds, communicates and carries forward a coherent and shared vision* | ✓ |  | | “ | |
| 1. *Leading innovation, creativity and change* | ✓ |  | | “ | |
| 1. *Current educational trends and issues, including national policies, priorities and legislation* | ✓ |  | | “ | |
| Developing Self and working with Others | | | | | |
| 1. *The significance of interpersonal relationships and strategies for promoting individual and team development* | ✓ |  | | “ | |
| 1. *The importance of partnership working and accepting appropriate support from others, including colleagues, governors and the Local Authority* | ✓ |  | | “ | |
| 1. *The role of collaboration and networking within and beyond the school* | ✓ |  | | “ | |
| Managing the Organisation | | | | | |
| 1. *Distribution and delegation of leadership responsibilities and management tasks as appropriate, and monitoring their implementation* | ✓ |  | | “ | |
| 1. *Establishing and sustaining effective organisational structures, systems, policy and practice* | ✓ |  | | “ | |
| 1. *Strategic financial planning, budgetary management and principles of best value, including evaluating the use of resources in relation to their contribution to pupil achievement* | ✓ |  | | “ | |
| Securing Accountability | | | | | |
| 1. *Principles and practice of quality assurance systems, including school review, self-evaluation and performance management* | ✓ |  | | “ | |
| 1. *Stakeholder and community, including pupils and parents, engagement in, and accountability for, school self-evaluation and the success and celebration of its performance* | ✓ |  | | “ | |
| 1. *Individual, team and whole school accountability for pupil learning outcomes* | ✓ |  | | “ | |
| Strengthening the Community | | | | | |
| 1. *Embracing the richness and diversity of the school’s communities, and the human and physical resources within them* | ✓ |  | | **“** | |
| 1. *Engaging in dialogue that builds partnerships and community consensus on values, beliefs and shared responsibilities* | ✓ |  | | **“** | |
| 1. *Building and sustaining effective relationships with parents, carers, other schools and partners and the broader community that enhance the education of all pupils* | ✓ |  | | **“** | |

**[G] Personal Qualities**

|  | **Essential** | **Desirable** | **Source** |
| --- | --- | --- | --- |
| Continue to promote Holly Grove’s strong educational philosophy and values | ✓ |  | “ |
| Inspire, challenge, motivate and empower teams and individuals to achieve high goals | ✓ |  | “ |
| Always be a positive role model, a highly effective and respected representative of Holly Grove. | ✓ |  | “ |
| Demonstrate a capacity to be a strong presence in all areas of school | ✓ |  | “ |
| Be approachable and person centred. | ✓ |  | “ |
| Demonstrate personal enthusiasm and commitment to leadership aimed at making a positive difference to children and young people | ✓ |  | “ |
| Build and maintain quality relationships through interpersonal skills and effective communication | ✓ |  | “ |
| Demonstrate personal and professional integrity, including modelling values and vision | ✓ |  | “ |
| Inspire trust and confidence across the school and community | ✓ |  | “ |
| Manage and resolve conflict | ✓ |  | “ |
| Prioritise, plan and organise themselves and others | ✓ |  | “ |
| Think analytically and creatively and demonstrate initiative in solving problems | ✓ |  | “ |
| Be aware of their own strengths and areas for development and listen to, and reflect constructively and act upon as appropriate, feedback from others | ✓ |  | “ |
| Able to empathise appropriately and take necessary steps | ✓ |  | “ |
| Demonstrate a capacity for sustained hard work with energy and vigour | ✓ |  | “ |
| Demonstrate resilience and optimism | ✓ |  | “ |

**[H] Confidential References and Reports**

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

**[I] 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.*