

PERSON SPECIFICATION - Headteacher at Kirkby & Great Broughton C of E VA Primary School

The Selection Panel will be looking for evidence that the candidate has demonstrated their ability to fulfil the following criteria through the application/reference/interview or tasks.

Qualifications and Training	Essential on appointment	Desirable on appointment
Qualified Teacher Status	√	
Graduate or equivalent	√	
Evidence of commitment to continuous training including recent leadership training	√	
Experience and Skills	Essential on appointment	Desirable on appointment
Will be able to demonstrate leadership skills appropriate to the challenges of the head teacher role.	√	
Knowledge and understanding across the appropriate age range	√	
Up to date knowledge and understanding of the National Curriculum	√	
For a VA Church of England School		
A practising Christian, who will actively live out and embed the Christian vision and core Christian values of the school, in accordance with the tenets of the religious denomination of the school (i.e. belonging to a church in membership of Churches Together in Britain and Ireland). A faith reference will be requested in addition to two standard references (Equality Act 2010: Genuine Occupational Requirement).		√
Commitment to maintaining and developing the Christian vision and values of the school and promoting an understanding of other faiths and cultures	√	
The Four Domains for the National Standards of Excellence for Headteachers DfE January 2015 Within each domain there are key characteristics expected of the nation's headteachers.		
1. Qualities and Knowledge	Essential on appointment	Desirable on appointment
1. Hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils they serve.	√	
2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community.	√	
3. Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.	√	
4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.	√	
5. Work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context.		√
6. Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.	√	

2. Pupils and Staff	Essential on appointment	Desirable on appointment
1. Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.	√	
2. Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being.	√	
3. Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.	√	
4. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.	√	
5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.		√
6. Hold all staff to account for their professional conduct and practice.	√	
For a VA Church of England School		
7. To lead, monitor and evaluate SMSC across all areas of the school life and develop the spiritual life of the school.	√	
8. To lead, monitor and evaluate collective worship.	√	
9. To lead, monitor and evaluate Religious Education as a core subject of the school.	√	
3. Systems and Process	Essential on appointment	Desirable on appointment
1. Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.	√	
2. Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.	√	
3. Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.		√
4. Welcome strong governance and actively support the governing board to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the headteacher to account for pupil, staff and financial performance.	√	
5. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability.		√
6. Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.		√
For a VA Church of England School		
Manage the financial and human resources effectively and efficiently to achieve the school's Christian vision and values in line with legal requirements.	√	

4. The self-improving school system	Essential on appointment	Desirable on appointment
1. Create outward-facing schools which work with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils.	√	
2. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.	√	
3. Develop and maintain positive relationships with the local parish, diocese and the Local Authority	√	
4. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.	√	
5. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.	√	
6. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.	√	
7. Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education.	√	

****Please note that the key competencies of this role are detailed below. You should ensure that you provide evidence against each of these when making your written application.**

Key Competencies	Essential on appointment	Desirable on appointment
Resilience	√	
Setting and achieving challenging goals	√	
Accepts accountability and holding others to account	√	
High expectations of self and others	√	
Adhering to principles and values	√	
Building effective teams	√	

SAFEGUARDING	Essential on appointment
These criteria will be tested at interview. Please note this post is also subject to a satisfactory enhanced DBS disclosure	
Demonstrate a commitment to safeguarding and the welfare of children and young people	√
Ability to form and maintain appropriate relationships and personal boundaries	√
Emotional resilience in working with challenging behaviours	√
Appropriate use of authority and discipline	√