

Headteacher Person Specification Handsworth Primary School



E/D Essential/Desirable criteria

	Criteria	E/D	Assess
Qualifications	Qualified Teacher status	E	A
	Graduate level qualification	E	A
	Completed NPQH (except substantive Headteachers in post before April 2009)	E	A
	Further post-graduate study	D	A
	A record of recent and relevant training and professional development	E	A
Experience	Proven successful leadership at senior level in a primary school as a Headteacher, Deputy Head or Assistant Head	E	A
	Experience of working in a number of urban settings, including in good and outstanding schools	D	A
	Experience of working in a culturally and linguistically diverse community	D	A, I, S
	Evidence of successfully implementing school improvement plan	E	I, S
	Experience in managing a large team and maintaining effective relationships with the school community including the governing body, local authority and external agencies	E	I, S
Leadership/ Shaping the Future	Ability to innovate and find creative solutions, and to communicate a vision to inspire and motivate all stakeholders	E	I
	Proven track record of the ability to raise significantly the academic and personal achievement of all pupils	E	I, S
	Evidence of the ability to promote a positive, sensitive and caring ethos and pride in the school and its physical environment together with high standards of achievement and behaviour	E	I, S
	The ability to set, communicate, encourage, acknowledge and celebrate the attainment of high expectations for all members of the school community, including with parents	E	I
	Excellent interpersonal and communication skills, both oral and written	E	I, S
Leading Teaching & Learning	Knowledge and understanding of how to raise standards of learning across the school and a proven track record in doing so	E	I, S
	Excellent knowledge of the current major curriculum issues and recent educational developments and legislative changes, together with their significance for the leadership of a primary school	E	I, S
	Ability to use, analyse and monitor pupil assessment data to identify needs and trends in order to promote an appropriate level of challenge to all pupils	E	I
	Ability to use the educational data to develop teaching interventions in order to improve attainment and progress	E	I, S
	Demonstrate a commitment to providing choice and flexibility in learning to meet the personalised learning needs of every child to ensure that every child achieves her/his best	E	I, S
	An ability to acknowledge excellence and challenge poor performance across the school	E	I, S
	A proven commitment to an inclusive education which addresses the needs of all the learners in a diverse community	E	I, S

	A commitment to developing the whole child through provision of a diverse range of opportunities	E	I, S
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	Criteria	E/D	Assess
Managing the Organisation	Knowledge of legal issues relating to managing a school including Equal Opportunities, Race Relations, Disability, Human Rights and Employment Legislation.	E	I
	The ability to use performance management and line management to secure accountability and improve performance	E	I, S
	Proven track record in working collaboratively and building, leading, empowering and developing effective teams	E	I, S
	Evidence of the ability both to delegate and work in collaboration, and to establish robust systems to monitor implementation and impact	E	I, S
	The ability to prioritise tasks, make informed decisions and implement them in a flexible manner	E	I, S
	A vision for ICT that shows a clear understanding of its role within and beyond the classroom and across the wider school environment	E	I, S
	Experience and understanding of managing finance efficiently in accordance with benchmarking, financial management and best value principles	D	I, S
	A proactive approach in securing additional funding through a bidding process.	D	I, S
	A commitment to continuing CPD for oneself and for all members of the school community	E	I, S
	Evidence of a commitment to developing and sustaining a safe, secure and healthy school environment, in accordance with all current Child Protection and Safeguarding legislation	E	I, S
Strengthening the Community	Proven ability to negotiate and consult effectively with pupils, staff, parents, governors, the LA and the wider community.	E	I, S
	Experience of developing and managing good communication systems, chairing meetings effectively and working in partnership with other agencies	E	I, S
	A vision for governor, parent and community involvement in the life of the school and a commitment to creating and expanding community and global links	E	I, S
	A willingness to engage the school community in the systematic and rigorous self and external evaluation of the work of the school, using a rich set of data to better understand the strengths and weaknesses of the school	E	I, S
	An unwavering commitment to acknowledge, celebrate and foster respect for the richness and diversity of the school's communities	E	I, S
	Prepared to make a direct contribution to the broader life of the school and "go the extra mile"	E	I, S

Assess Method of selection (A: Application form; I: Interview; S: Supporting statement)

Appointment to this post is subject to a satisfactory enhanced DBS check.

This post is exempt from section 4(2) of the Rehabilitation of Offenders Act, 1974, as the duties give you access to persons who are under the age of 18. Applicants are not entitled to withhold information about convictions, which would be regarded as spent for other purposes.