**Albany Village Primary School**

**Headteacher Person Specification**

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|  | 1. Qualifications / Experience | |  | |  | | | |
|  |  | | | | | | Essential/  desirable | | | | Application  form | | | | Interview | |
| DFE qualified teacher status. | | | | | | E | | | |  | | | |  | |
| National Professional Qualification for Headteachers | | | | | | D | | | |  | | | |  | |
| Existing Headteacher or recently served as a substantive Headteacher | | | | | | D | | | |  | | | |  | |
| Substantial and successful experience as a Deputy Headteacher | | | | | | E | | | |  | | | |  | |
| Evidence of further professional development | | | | | | E | | | |  | | | |  | |
|  | | | | | |  | | | |  | | | |  | |
|  | 2. Qualities and Knowledge | | | | | |  | | | |  | | | |  | |
|  |  | | | | | | Essential/  desirable | | | | Application  form | | | | Interview | |
| Evidence of successful implementation of strategies to improve teaching and learning to raise the standards of achievement for pupils across all key stages. | | | | | | E | | | |  | | | |  | |
| A knowledge and understanding of recent education legislation and its impact on schools and the ability to anticipate future trends. | | | | | | E | | | |  | | | |  | |
| A substantial knowledge, experience and impact for curriculum leadership and development, including a clear grasp of recent changes and the opportunities that the wider curriculum provides for all pupils. | | | | | | E | | | |  | | | |  | |
| A knowledge of the principles and practice of quality assurance systems, including whole school review, self-evaluation and appraisal. | | | | | | E | | | |  | | | |  | |
| Clear vision and understanding of the needs of pupils in the Early Years and Key Stages 1 and 2. | | | | | | E | | | |  | | | |  | |
| Detailed knowledge of the structure and content of the Early Years Foundation Stage Curriculum and Key Stage 1 and Key Stage 2 National Curriculum. | | | | | | E | | | |  | | | |  | |
| Understanding and knowledge of current issues in education and the ability to anticipate future trends. | | | | | | E | | | |  | | | |  | |
| Understanding of effective teaching, learning and assessment. | | | | | | E | | | |  | | | |  | |
| Proven leadership and management skills. | | | | | | E | | | |  | | | |  | |
| Ability in administrative and budget management. | | | | | | D | | | |  | | | |  | |
| Knowledge of the General Data Protection Regulations in the school environment and ability to lead the organisation in compliance with current legislation. | | | | | | E | | | | ** | | | |  | |
| Secure knowledge and understanding of the role that safeguarding plays in the school setting. | | | | | | E | | | | ** | | | | *✓* | |
|  | |  | |  | | | |  | | | |
|  | | 3. Skills and abilities | |  | |  | | | |  | | | |
|  | |  | | | | | | Essential/  desirable | | | | Application  form | | | | Interview |
| Proven ability to develop and articulate a coherent vision and formulate a plan that sets high standards. | | | | | | E | | | | ** | | | | ** |
| The skills to acknowledge excellence and challenge across the school. | | | | | | E | | | | *✓* | | | | ** |
| Effectively establish and maintain collaborative working with a wide range of other professionals, as part of the delivery of multi-agency support services to enhance the education of all pupils. | | | | | | E | | | | ** | | | | ** |
| Ability to build and sustain effective working relationships with children, staff, parents, governors and the wider community. | | | | | | E | | | | ** | | | | ** |
| Proven ability to prioritise, plan and organise yourself and others. | | | | | | E | | | |  | | | | ** |
| Effective communication skills, including the ability to negotiate and influence, and to maintain effective working relationships. | | | | | | E | | | | *✓* | | | | ** |
| A commitment to joining in the full life of the school. | | | | | | E | | | | ** | | | | ** |
| Creative approach to solving problems. | | | | | | D | | | |  | | | | ** |

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|  | 4. Commitment to and awareness of Equal Opportunities issues |  |  | |  | |
|  |  | | | Essential/  desirable | | Application  form | | Interview |
| Proven ability to demonstrate awareness of the principles of and commitment to the promotion of equality of access, inclusion and diversity and opportunity for both staff and children, to overcoming obstacles/barriers to this and to removing practices which are counter to it. | | | E | |  | |  |
|  |  |  | |  | |
|  | 5. Commitment to the promotion of Health & Safety at Work |  |  | |  | |
|  | | | Essential/  desirable | | Application  form | | Interview |
| Proven ability to demonstrate commitment to the promotion of safe working practices and the provision of a safe learning environment for pupils. | | | E | |  | |  |
| Proven ability to develop strategies for risk assessment and to evaluate risk to oneself and to others and to take appropriate action. | | | E | |  | |  |
| Currently a designated or deputy designated safeguarding lead | | | D | |  | |  |

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| 6. Professional Attributes | Essential/  desirable | Application  form | | Interview |
| To have excellent written and oral communication skills (which will be assessed at all stages of the process). | E |  | |  |
| **Application form and supporting statement**  The form must be fully completed. | E | |  |  |
| The supporting statement should be clear, concise (within the required word count of 2000) and related to the specific post. | E | |  |  |

In addition to candidates’ ability to perform the duties of the post, the interview will also explore issues regarding safer recruitment and the welfare of children.

**March 2021**