PERSONAL SPECIFICATION

Headteacher - St Helen Auckland Community Primary School

Candidates will be assessed against the published criteria below. Evidence may be drawn from the application form, selection activities, interview, references and required professional/pre-employment checks. References and other safer recruitment information may be used to identify matters for clarification at interview.

Assessment key: AF = Application Form | I = Interview | T = Selection Task/Activity | R = References | C = Professional / pre-employment check

Personal attributes required (on the basis of the job description)	Essential (E) or Desirable (D)	Identified by: AF, I, T, R, C
QUALIFICATIONS AND TRAINING **The successful candidate will demonstrate:**		
• Qualified Teacher Status (QTS).	E	AF/C
• Evidence of sustained and relevant professional development for senior leadership across the primary phase.	E	AF/I
• NPQH or another relevant senior leadership qualification.	D	AF
• Current or recent safeguarding leadership training, for example DSL/Deputy DSL training.	D	AF/I
EXPERIENCE **The successful candidate will demonstrate:**		

Personal attributes required (on the basis of the job description)	Essential (E) or Desirable (D)	Identified by: AF, I, T, R, C
• Substantial and successful senior leadership and management experience in a primary school, with significant whole-school responsibility.	E	AF/I/R
• Successful teaching experience in the primary phase, with clear evidence of impact on pupils' learning and outcomes.	E	AF/I/R
• Experience of teaching and/or leading across more than one primary phase or key stage.	D	AF/I
• Evidence of successful whole-school improvement and change with measurable and sustained impact on the quality of education and pupil outcomes.	E	AF/T/I/R
• Experience of improving teaching, curriculum design and implementation, assessment and the consistency of educational provision.	E	AF/T/I/R
• Experience of school self-evaluation, using internal and external evidence to identify priorities, monitor implementation and evaluate impact.	E	AF/T/I
• Experience of external review and/or inspection and the ability to respond constructively to findings.	E	AF/I/R
• Experience of leading safeguarding practice and promoting a strong safeguarding culture.	E	AF/I/R
• Experience of leading inclusive provision for pupils with SEND, disadvantaged pupils and/or other vulnerable groups.	E	AF/I/R
• Experience of leading, developing and holding staff to account, including appraisal, professional development and addressing underperformance.	E	AF/I/R
• Experience of strategic financial planning, budget/resource management and aligning resources with educational priorities.	E	AF/T/I

Personal attributes required (on the basis of the job description)	Essential (E) or Desirable (D)	Identified by: AF, I, T, R, C
• Experience of working effectively with governors or trustees and providing clear information for governance and accountability.	E	AF/I/R
• Experience of building productive relationships with parents, carers, community partners and external agencies.	E	AF/I/R
• Experience of working across a MAT, federation or wider school partnership and contributing beyond a single school.	D	AF/I
• Experience of specialist SEND provision, resource-based practice and/or significant sensory, social or emotional support provision.	D	AF/I
• Experience or understanding of outdoor learning / Forest School and its contribution to pupils' wider development.	D	AF/I
KNOWLEDGE AND SKILLS **The successful candidate will demonstrate:**		
• Secure knowledge of the Headteachers' Standards 2020 and the professional responsibilities of headship.	E	AF/I
• Wide and current knowledge of the education system, national policy, school accountability and inspection, with the ability to translate these appropriately into the school context.	E	AF/I
• Secure knowledge of the primary curriculum, including the Early Years Foundation Stage, curriculum progression, assessment and evidence-informed approaches to improving teaching and learning.	E	AF/T/I
• Strong working knowledge of statutory safeguarding guidance, safer recruitment, professional boundaries and the Headteacher's safeguarding responsibilities.	E	AF/T/I
• Secure knowledge of statutory SEND, equality and inclusion responsibilities and effective provision for pupils with additional needs.	E	AF/T/I

Personal attributes required (on the basis of the job description)	Essential (E) or Desirable (D)	Identified by: AF, I, T, R, C
• Strong understanding of behaviour, attendance and the relationship between culture, safeguarding, inclusion and achievement.	E	AF/T/I
• Ability to analyse and evaluate school performance using internal and external data and qualitative evidence and translate findings into clear strategic objectives.	E	AF/T/I
• Ability to lead organisational change, implement improvement effectively and evaluate impact.	E	AF/T/I/R
• Sound understanding of school finance, workforce planning, budget management, risk management, health and safety and the effective use of resources.	E	AF/T/I
• Understanding of academy trust governance and the distinct responsibilities of the Trust Board, CEO and Local Governing Body.	E	AF/I
• Excellent leadership, communication, interpersonal, influencing and decision-making skills, including the ability to challenge constructively and hold others to account.	E	AF/T/I/R
• Ability to organise, prioritise and delegate effectively while remaining visible, approachable and responsive as a school leader.	E	AF/T/I/R
• Ability to initiate and lead change by inspiring and influencing others and building a shared commitment to improvement.	E	AF/T/I/R
PROFESSIONAL AND PERSONAL QUALITIES **The successful candidate will demonstrate:**		
• A clear, child-centred vision and an understanding of the needs of all pupils, including those with additional needs and those facing disadvantage.	E	AF/I/R
• Integrity, honesty, objectivity, resilience and sound professional judgement.	E	AF/I/R

Personal attributes required (on the basis of the job description)	Essential (E) or Desirable (D)	Identified by: AF, I, T, R, C
• The ability to inspire, motivate and develop others while maintaining appropriate accountability and high expectations.	E	AF/T/I/R
• A collaborative approach and willingness to contribute actively to the wider leadership and improvement of Eden Learning Trust.	E	AF/I/R
• A visible, approachable and community-minded leadership style, with the confidence to make difficult decisions where required.	E	AF/I/R
• Commitment to fostering positive relationships with pupils, staff, parents, carers, governors and the wider community.	E	AF/I/R
• Commitment to equality, inclusion, safeguarding and promoting the welfare and best interests of children.	E	AF/T/I/R
• Commitment to ongoing professional learning and reflective leadership practice.	E	AF/I
OTHER / SAFER RECRUITMENT REQUIREMENTS **The successful candidate will demonstrate:**		
• Satisfactory completion of all required pre-employment and safer recruitment checks, including identity, right to work, qualifications, references, enhanced DBS with children's barred list information, prohibition from teaching, section 128 and any other checks applicable to the role.	E	C
• Ability to meet the attendance and travel requirements of the role across the school and Trust where reasonably required.	E	AF/I

Any relevant issues arising from references or other safer recruitment information may be explored with the candidate before an appointment decision is made. **Eden Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.**