

KIRKLEES COUNCIL – CHILDREN & YOUNG PEOPLE SERVICE



Manorfield Infants and Nursery School

“From Equality to Inclusion”

HEADTEACHER PERSON SPECIFICATION

Note to applicants:

You should provide a high quality, concise letter of application which addresses the following criteria. To be short listed candidates will initially be judged on how well they address the criteria listed as essential. Desirable criteria will be taken into account if there are a large number of applicants.

The end column indicates how the criteria will be identified; Application Form, (A) Letter of Application, (L) Interview (I) and /or References (R)

		Essential	Desirable	How Identified
1	Qualifications			
1.1	Qualified Teacher Status	E		A
1.2	Evidence of further relevant professional development in school leadership such as NPQH, Higher Degree, Post Graduate qualification		D	A
1.3	Evidence of regular and relevant professional development	E		A and L
2	Experience			
2.1	Experience of teaching in schools in the Early Years and Foundation Stage.	E		A and L
2.2	Experience of teaching in schools covering the full Primary stage.	D		A and L
2.3	Substantial experience of working within a senior management team, with experience of successful whole school responsibility.	E		A and L
3	Qualities & Knowledge			
3.1	Evidence of the ability to communicate and implement a shared vision of excellence for all.	E		L and I

3.2	Evidence of developing, leading and monitoring strategic plans to realise the school vision and sustain school improvement.	E		L and I
3.3	Demonstrate excellent inter-personal skills to secure positive relationships and attitudes towards pupils, staff, parents, governors and the wider community.	E		I and R
3.4	Evidence of developing successful leadership and management qualities, demonstrating the ability to lead by example.	E		L and I
3.5	Experience of leading and empowering staff and pupils to excel.	E		L and I
3.6	A knowledge of current educational developments, national policy and research and their potential to enhance school self-improvement.	E		L
3.7.	Have expertise in Early Years and KS1 education and have knowledge of multilingual learners, language acquisition and how to develop their language skills across the curriculum.	E		L and I

		Essential	Desirable	How Identified
4	Developing pupils and staff			
4.1	Experience of securing excellent teaching through a clear understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to successful outcomes in terms of pupils' achievement and well-being.	E		L and I
4.2	Experience of organising and sharing best practice within and between schools, to establish a culture of professional development.	E		L and I
4.3	An ability to create an ethos in which all staff are supported to develop their own skills and subject knowledge.	E		L and I
4.4	Evidence of coaching / mentoring and developing staff which builds upon emerging talents, in order to secure standards of excellence.	E		L and I
4.5	Experience of holding staff to account for their professional conduct and practice, providing challenge and taking appropriate action when performance is unsatisfactory.	E		L and I
4.6	Evidence of developing the spiritual, moral, social and cultural development of all children.	E		L and I
4.7	Evidence of ensuring staff have the necessary skills and knowledge to promote equality, respect diversity and challenge stereotypes to promote the rights of pupils.	E		L and I
5	Accountability – Systems and Processes			
5.1	Ability to undertake school self-evaluation using a range of evidence including performance data and external evaluations for monitoring whole school progress to improve outcomes for all pupils	E		L and I
5.2	Experience of setting ambitious standards for all pupils, overcoming disadvantage and advancing equality, ensuring the accountability of staff for the impact of their work.	E		L and I
5.3	Experience of presenting a clear account of the school's performance to members of the school community, including governors, to enable others to fulfil their responsibilities.	E		L

5.4	Experience of establishing clear policies and practice throughout the school and implementing procedures to monitor and evaluate their impact.	E		L
5.5	An understanding of developing distributed leadership, through building teams with clear roles and responsibilities.	E		L and I
5.6	Experience of implementing rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing under performance, supporting staff to improve and valuing excellent practice.	E		L and I
5.7	Knowledge of how to provide a safe, calm, well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing exemplary behaviour in school and in the wider society.	E		L and I
5.8	Demonstrate an understanding of the role of the Governing Body and how the Headteacher supports governors to ensure they fulfil their duties effectively.	E		L and I
5.9	Demonstrate an understanding of curriculum-led financial planning which ensures the appropriate deployment of budgets and resources in the best interests of pupils' achievements and the schools sustainability.	D		L

		Essential	Desirable	How Identified
6	The self-improving school system			
6.1	Experience of working collaboratively with other schools, agencies, the wider community, faith communities, to enrich the learning experiences of pupils.		D	L
6.2	Ability to engage in a partnership with parents and carers to enhance children's enjoyment, well-being, achievement and personal development.	E		L and I
6.3	An ability to promote the school within the local community and beyond.		D	L and I
6.4	Experience of working with professionals and colleagues in other public services to improve academic and social outcomes for all pupils.		D	L
6.5	Experience of implementing innovative change which has impacted positively on outcomes for pupils.	E		L and I
6.8	An ability to inspire and influence others to believe in the fundamental importance of education in young peoples' lives and to promote the value of education.	E		I
7	Safeguarding Children			
7.1	Knowledge, understanding, experience of and commitment to Child Protection, safer recruitment and safeguarding policies and procedures.	E		L and I and R
7.2	Ability to form and maintain appropriate relationships and personal boundaries with pupils.	E		I and R
7.3	Willingness to undertake an enhanced Disclosure and Barring Service check. Please note a conviction may not exclude candidates from employment but will be considered as part of the selection process.	E		A and I
7.4	Fully supportive references.	E		R