

**Person Specification and Personal Statement**

A candidate will only be considered for shortlisting and move forward in the remaining person specification criteria if they **meet the first 7** of the Qualifications, Knowledge and Experience and Professional Development sections. It is important to provide examples using the STAR acronym (**s**ituation, **t**ask, **a**ction, **r**esult) relating to the person specification criteria

**Ensure to evidence additional aspects such as training, qualifications together with your background and experience within the personal statement.**

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| **Criteria** | Essential or desirable | Determination from | | |
| Application | Interview | References |
| **Qualifications, Knowledge and Experience** |  |  |  |  |
| QTS | **E** | **✓** |  |  |
| Degree or Equivalent | **E** | **✓** |  |  |
| Commitment to and experience of working with Early Years Foundation Stage / KS1 and KS2, pupils and staff | **E** | **✓** |  |  |
| Recent successful leadership as a Head, Deputy, Assistant Head or School Improvement Partner | **E** | **✓** |  |  |
| Has current training for Child Protection and Designated Safeguarding Lead and has successfully undertaken the role within the school setting | **E** | **✓** |  |  |

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| **Professional Development** |  |  |  |  |
| Evidence of appropriate and recent professional career development for the role of Headteacher | **E** | **✓** |  |  |
| Evidence of recent leadership and management operational training and development | **E** | **✓** |  |  |
| Has successfully undertaken approved safer recruitment training | **D** | **✓** |  |  |
| **Leadership Skills** |  |  |  |  |
| Ability to articulate a clear vision for the future | **E** |  | **✓** |  |
| Understanding of how to realise the distinctive vision and values of the school as a Church school. | **E** | **✓** | **✓** | **✓** |
| Proven record of inspiring, enabling and motivating others to succeed | **E** | **✓** | **✓** | **✓** |
| Able to delegate and effectively achieve outcomes and provide development opportunities for staff | **E** | **✓** | **✓** | **✓** |
| Demonstrates excellent communication skills, including written and verbal communication | **E** | **✓** | **✓** |  |
| Ability to build effective relationships with staff, parents, governors and other stakeholders | **E** | **✓** | **✓** |  |
| **Whole School Leadership and Management Experience** |  |  |  |  |
| Have taken an active involvement in effective school self-evaluation and development planning | **E** | **✓** | **✓** |  |
| Experience of implementing a strategic plan across the whole school, identifying priorities and evaluating the impact | **D** | **✓** | **✓** |  |
| Experience of leading change effectively and successfully | **D** | **✓** | **✓** |  |
| Able to listen and engage with stakeholders including parents in a range of ways on a daily basis or as a lead on specific projects | **E** | **✓** | **✓** |  |
| Knowledge and understanding of strategic financial planning and budgetary management and their contribution to school development and pupil outcomes | **D** | **✓** | **✓** |  |
| Have had responsibility for whole school policy development and implementation | **D** | **✓** | **✓** |  |
| Experience of working with stakeholders including governors, school improvement partners and external agencies / companies | **E** | **✓** | **✓** |  |
| Absolute commitment to safeguarding | **E** | **✓** | **✓** | **✓** |
| Evidence of clear commitment to promoting health and safety and the welfare of children | **E** | **✓** | **✓** | **✓** |
| Absolute commitment to inclusion | **E** | **✓** | **✓** | **✓** |
| Knowledge and experience of working with children with SEN (e.g. autism) across the primary and nursery phases | **E** | **✓** | **✓** | **✓** |
| An ability to understand the needs of children with challenging behaviours and develop strategies to successfully manage this | **E** | **✓** | **✓** | **✓** |
| An ability to develop an open and fair culture based on Christian values | **E** | **✓** | **✓** | **✓** |
| Successful track record of developing the performance of staff through effective performance management | **E** | **✓** | **✓** |  |
| **Personal Qualities** |  |  |  |  |
| A genuine passion for educating young children, coupled with the ability and enthusiasm, to see every child fulfil their potential | **E** |  | **✓** | **✓** |
| Leads by example with integrity and demonstrates resilience | **E** | **✓** | **✓** | **✓** |
| Visible and approachable, empathetic and enjoys engaging and inspiring children, staff parents and the wider community | **E** | **✓** | **✓** | **✓** |
| Demonstrates resilience whilst also showing compassion in dealing with issues | **E** |  | **✓** | **✓** |
| Adaptable leadership style, being ‘hands on’ when required balanced with knowing when to delegate | **E** |  | **✓** | **✓** |
| Demonstrates a capacity for sustained hard work with energy and enthusiasm | **E** |  | **✓** | **✓** |
| Able to take a dynamic approach to the changing needs of the school population | **E** |  | **✓** | **✓** |