



PERSON SPECIFICATION

HEADTEACHER	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Qualified teacher status • Relevant professional development, including safeguarding 	<ul style="list-style-type: none"> • Evidence of continual professional development • NPQH or preparedness to undertake
Experience	<ul style="list-style-type: none"> • Recent successful leadership as a Headteacher, Deputy Headteacher, Assistant Headteacher or member of SLT • Involvement in school self-evaluation and development planning • Awareness of the financial management of a primary school • Evidence of working collaboratively with other colleagues, parents and governors • Experience of supporting and mentoring staff • Success in promoting a school within the community 	<ul style="list-style-type: none"> • Teaching experience in more than one school • Teaching of both EYFS / KS1 and KS2 • Leading an aspect of school improvement with evidence of improving standards • Leadership of a subject or aspect of school life • Working with a local governing committee • Working within a Multi Academy Trust • Working with external agencies • Building and communicating a shared vision • Strategic management of resources
Knowledge and understanding	<ul style="list-style-type: none"> • Significant teaching experience within the primary phase • Able to effectively use data, assessment and target setting to raise standards / address weaknesses • A clear philosophy of primary education in line with that of the Trust / school • Able to demonstrate quality first inclusive teaching that has an impact on all pupil outcomes • Knowledge of a range of effective strategies for inspiring all children to achieve their full potential • Able to promote social, moral, spiritual, and cultural development for all children • A detailed understanding of safeguarding duties • Good knowledge of the National Curriculum • Detailed knowledge of the Headteacher Standards • Detailed knowledge of the current Ofsted framework • Understanding of current legislation and developments in education and curriculum, including EYFS • A good understanding of a range of behaviour management strategies 	<ul style="list-style-type: none"> • Analysis and interpretation of school performance data to inform school self-evaluation • Understanding of special learning needs such as SEND, ASD, ADHD, Global Delay, Attachment, Physical and Speech & Language needs • Understanding of legal issues including equalities and HR • Understanding of different styles of leadership
Skills	<ul style="list-style-type: none"> • Able to work in a way that promotes the safety and wellbeing of children • Excellent classroom practitioner • Ability to support children with a range of abilities • An excellent communicator, with fantastic interpersonal skills and high levels of emotional intelligence • Able to lead by example with integrity, creativity, resilience, and clarity, drawing on own expertise and skills and that of those around them 	<ul style="list-style-type: none"> • Confident and proactive in modelling the effective teaching of children with SEND



PERSON SPECIFICATION

	<ul style="list-style-type: none"> • Able to deploy staff effectively • Able to motivate, challenge and inspire others • Able to identify emerging talents, and coach current and aspiring leaders • Able to empathise and take necessary steps to manage and resolve conflict 	
<p>Personal Qualities</p>	<ul style="list-style-type: none"> • Inclusive, passionate, and principled • A visible presence around school • Approachable, reflective and person centred • Passionate about providing memorable learning opportunities for all children within a creative and inspiring curriculum • Dedicated to all children, with a belief that all children can succeed • High standards of personal organisation • Resilient and hard-working • Curious, kind and courageous • Determined to drive improvement to ensure the very best outcomes for children • Relish accountability and take personal responsibility for own actions • Able to build trust and mutual respect between children, families, and staff • A cheerful disposition and good sense of humour • Energetic, warm, and caring • Committed to The Mead Trust's vision, purpose, and values • Creative and dedicated, with the flair to make wonderful things happen and take the school to the next level • Self-motivated and ambitious, with a strong record of accomplishment 	