

Headteacher Person Specification



The following criteria will be assessed via application form, interview and/or references.

	ESSENTIAL	DESIRABLE
FAITH COMMITMENT	<ul style="list-style-type: none"> Fully committed to actively promoting the school's Christian values. Is able to demonstrate the specific skills and qualities needed to lead a Church of England school. A practising Christian. Has a clear understanding of the importance of collective worship and RE in a church school. 	
QUALIFICATIONS	<ul style="list-style-type: none"> Good honours degree Qualified Teacher Status (QTS) Evidence of personal and professional development 	<ul style="list-style-type: none"> Achieved or working towards the NPQH
EXPERIENCE	<p>Is able to demonstrate:</p> <ul style="list-style-type: none"> Substantial and successful experience in a senior leadership role including curriculum development, monitoring and assessment. Evidence of leading systematic and rigorous school self-evaluation and improvement. Evidence of active involvement and positive impact at leadership level in Ofsted inspections. Evidence of developing and managing an effective school budget and deploying human resources. Experience of working with school trustees/governors to develop their vision for the school. 	<ul style="list-style-type: none"> Evidence of active involvement and positive impact at leadership level in SIAMS inspections.

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<p>KNOWLEDGE</p>	<p>Is able to demonstrate:</p> <ul style="list-style-type: none"> • Knowledge of statutory education frameworks, governance, national policy and wider educational thinking. • A good understanding of the requirements of the Academy Trust Handbook and the responsibilities of the Accounting Officer role including accounting records, budgets and accounts. 	<ul style="list-style-type: none"> • ICT skills relevant to Headship, and sound knowledge of the role of ICT in teaching and learning across the curriculum.
<p>LEADING LEARNING & TEACHING</p>	<p>Is able to demonstrate:</p> <ul style="list-style-type: none"> • An in-depth knowledge of Key Stages 3, 4 and 5 and an understanding of Key Stage 2. • Knowledge and experience of a range of effective teaching and assessment methods with the ability to access, analyse, interpret and use appropriate data to monitor students' progress and set and achieve ambitious, challenging goals and targets. • An ability to identify areas for improvement with the focus on every student achieving their maximum potential, including those groups that traditionally underperform and incorporating strategies for those with complex SEND requirements. 	
<p>SKILLS & ABILITIES</p>	<p>Is able to demonstrate:</p> <ul style="list-style-type: none"> • Clear evidence of promoting and leading professional development for staff. • A proven ability to performance manage staff including dealing with underperformance and conflict resolution. • The ability to recognise and take account of the richness and diversity of the school's communities. • The ability to deal with difficult and challenging behavioural issues and secure a successful outcome. • A proven ability to deal with difficult and challenging parents/carers and resolve conflicts in the best interests of the child. 	

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">LEADERSHIP & COLLABORATION</p>	<p>Is able to demonstrate:</p> <ul style="list-style-type: none"> • Genuine all-round capability, able to prioritise the needs of the school, thinking creatively to find opportunities and solutions and the ability to delegate and effectively use the skills of others. • Being a highly visible presence and good role model who inspires confidence and trust, empowering and motivating all stakeholders. • A proven ability to deal sensitively with people with very different and demanding expectations, demonstrating an ability to avert and resolve conflict. • A proven commitment to creating a climate of open communication where people feel able to express opinion and know their views will be respected and treated with discretion. • A commitment to their own wellbeing and that of staff and students. • A commitment to working with the Board of Trustees, Local Authority and the Chester Diocese Board of Education to enable them to meet their various statutory responsibilities. • An ability to work collaboratively with others beyond the school by further building on the strong links between the school and its parental community, other partner communities and promoting the successful profile of the school to a wider audience. 	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">SAFEGUARDING</p>	<p>Is able to demonstrate:</p> <ul style="list-style-type: none"> • A commitment to safeguarding and promoting the welfare of children. • A proven ability to maintain and develop a 'culture of vigilance' with regard to safeguarding and child protection. • A sound knowledge of safeguarding procedures and their effective application in a range of situations. 	

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<p>PERSONAL</p>	<p>Is able to demonstrate:</p> <ul style="list-style-type: none">• An ability to work under pressure, determine priorities, delegate appropriately and meet deadlines whilst maintaining effective communications with all stakeholders.• An ability to self-motivate and achieve challenging professional goals.• A commitment to participate in school and community activities.• Enthusiasm for, and commitment to, the role; along with reliability, integrity and a passion for education of the young people of Chester and its surrounding area.	
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