



HEAD TEACHER PERSON SPECIFICATION

TRAINING & QUALIFICATIONS

Essential

- Qualified teacher status
- University Degree or equivalent academic qualification
- Evidence of continued professional development relevant to the post

Desirable

- National Professional Qualification for Headship (NPQH)
- Additional evidence of recent professional development appropriate to the role of Headteacher
- Completion of appropriate Designated Safeguard Lead training
- Safer Recruitment training

EXPERIENCE

Essential

- Evidence of successful senior leadership as a Headteacher or Deputy Headteacher in a preparatory school
- Record of substantial and successful class teaching across a wide range of pupil ages and abilities
- A proven track record of raising pupil progress and achievement across all abilities and backgrounds including children with EAL and SEND
- A proven track record of leading academic excellence and school improvement planning, setting clear targets, consulting with staff and ensuring implementation across the school
- A proven track record of managing and working resourcefully within an annual budget and the ability to undertake realistic financial planning
- Experience of distributed leadership and motivation of staff, as well as delivering staff training, coaching and mentoring
- Experience of school self-evaluation and performance management processes and an understanding of their impact on raising standards
- Experience of collating and evaluating school data and feedback to monitor progress in children's learning and to inform future school improvement priorities
- Working knowledge of Keeping Children Safe in Education 2023

Desirable

- Experience of collaborating and networking with other schools in order to improve outcomes and provision
- Experience and understanding of the Manchester Consortium Schools and Trafford 11+ Grammar School system
- Experience of a recent ISI inspection and follow up
- Working knowledge of CPOMS or other safeguarding system

KNOWLEDGE & SKILLS

Essential

- Excellent verbal and written communication skills
- Strong, clear, visible leadership with the aim of motivating and inspiring staff; ensuring the maintenance of continuing relationships between staff, pupils and parents.
- The ability to effectively plan, prioritise and organise self and others
- The ability to think strategically and to view the School in the context of wider external (local, national, global) environments



- The ability to build on the School's existing vision and values, clearly and confidently communicating that vision to inspire others and manage change successfully
- An understanding of early childhood development and the EYFS
- In-depth knowledge of evolving educational policy and legal and regulatory frameworks
- An up to date understanding of current curriculum requirements
- Confident working with technology, as an administrative and learning tool
- The ability to confidently and succinctly present to a wide variety of stakeholders, ensuring that key information is clearly presented
- Understanding of General Data Protection Regulations and the requirements of this in relation to the processing of school data (GDPR)

Desirable

- Working knowledge of ISI and EYFS compliance requirements
- Knowledge of the opportunities and challenges of leading within a truly independent prep school
- Experience of managing a building development project
- Understanding of the role of a Governing Body

PERSONAL QUALITIES

Essential

- Demonstrate personal and professional integrity
- Emotional and social intelligence
- A passionate and creative approach to children's learning
- Committed to evidence-based pedagogical practice and to rigorous forms of evaluation
- Committed to engaging with children, listening to and taking into consideration their views
- A positive approach to pupils' behaviour for learning and an appreciation of wellbeing issues within a school community
- Enjoys being highly visible to parents and committed to the engagement of parents/carers in a child's education and in the communal life of the School
- Relentless optimism and resilient drive to inspire the very best in others
- A commitment to fostering the wellbeing of all members of the School community
- A commitment to own professional development and that of individual staff
- A commitment to transparency and fostering a fair and equitable culture
- A reflective practitioner
- A problem solver with sound professional judgement
- Willing to embrace risk, innovation and creativity
- Ability to inspire, challenge, motivate and empower teams and individuals to achieve high standards
- Genuinely likes children!

Desirable

- Conversant with relevant educational issues and developments within the specific field but also in more general areas