



## KIRKLEES COUNCIL – CHILDREN & YOUNG PEOPLE SERVICE

### HEADTEACHER PERSON SPECIFICATION

#### Fairfield School Job Ref:

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 (**E**). Desirable (**D**) 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 From (**A**) Letter of Application (**L**) Interview (**I**) and or Reference (**R**)

		Essential	Desirable	How identified
<b>1</b>	<b>Qualifications</b>			
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 including aspects of special education	E		A
<b>2</b>	<b>Experience</b>			
2:1	Experience of teaching in schools covering the primary and secondary age ranges (3 -19)	E		A
2:2	Experience of teaching children and young people with special educational needs in whatever school or setting	E		A
2:3	Substantial and successful experience of working either as a Headteacher or Deputy Headteacher	E		A/L
<b>3</b>	<b>Qualities and Knowledge</b>			
3:1	Evidence of the ability to communicate and implement a shared vision of excellence for all	E		L/I
3:2	Evidence of developing, leading and monitoring strategic plans to realise the school vision and sustain school improvement	E		L/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/R
3:4	Evidence of developing successful leadership and management qualities, demonstrating the ability to lead by example	E		L/I
3:5	Experience of leading and empowering staff and pupils to excel	E		L/I
3:6	A knowledge of current educational developments, national policy and research and their potential to enhance school self-improvement particularly relating to special education locally, regionally and nationally	E		L
<b>4</b>	<b>Developing pupils and staff</b>			
4:1	Experience of securing excellent teaching through a clear understanding of how pupils with complex needs learn and of the core features of successful classroom practice and curriculum design, leading to successful outcomes for pupils	E		L/I
4:2	Experience of organising and sharing best practice within and between schools, to establish a culture of professional development	E		L/I
4:3	An ability to create an ethos in which all staff are supported to develop and share their own skills and subject knowledge	E		L/I
4:4	Experience of implementing innovative change which has impacted positively on outcomes for pupils		D	L/I
4:5	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		L/I
4:6	Evidence of developing the spiritual, moral, social and cultural development of all children	E		L/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/I
<b>5</b>	<b>Accountability – Systems and Processes</b>			
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/I
5:2	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		D	L
5:3	Experience of establishing clear policies and practice throughout the school and implementing procedures to monitor and evaluate their impact	E		L
5:4	An understanding of developing distributed leadership, through building teams with clear roles and responsibilities	E		L/I
5:5	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/I
5:6	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/I

5:7	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/I
5:8	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 school's sustainability	E		L
<b>6</b>	<b>The self-improving school system</b>			
6:1	Experience of working collaboratively with other schools, agencies, the wider community, all 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/I
6:3	An ability to promote the school within the local community and beyond		D	L/I
6:4	Experience of multi-agency approaches working with professionals and colleagues in other services and agencies to improve the education, health and care of pupils with complex needs	E		L
<b>7</b>	<b>Safeguarding children</b>			
7:1	Knowledge, understanding, experience of and commitment to Child Protection, safer recruitment and safeguarding policies and procedures within the context of a 3-19 special school	E		L/I/R
7:2	Ability to form and maintain appropriate relationships and personal boundaries with pupils	E		I/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/I
7:4	Receiving the required number of suitable references	E		R

January 2024