



St Michael's C of E [controlled] Infant School  
*'Learning together with love at the centre'*

## HEADTEACHER Person Specification

This Person Specification outlines the principal requirements for the Headteacher of St Michaels' C of E [controlled] Infant School to meet the current context, self-evaluation and strategic priorities of the school. This should be read in conjunction with the Headteacher Job Description for the school when considering suitability for the role.

Criteria	Essential	Desirable
Qualifications and Training	<ul style="list-style-type: none"> <li>▪ Degree status</li> <li>▪ Qualified teacher status [QTS]</li> <li>▪ Senior leadership qualification or evidence of significant commitment to own professional development</li> <li>▪ DSL or DDSL trained</li> </ul>	<ul style="list-style-type: none"> <li>▪ Professional development for supporting pupils with SEND and pupils with EAL</li> </ul>
Experience	<ul style="list-style-type: none"> <li>▪ Substantial senior leadership experience [minimum 3 years as Deputy Headteacher or equivalent]</li> <li>▪ Involvement in school self-evaluation and strategic planning</li> <li>▪ Leading professional development to raise standards and improve pupil outcomes</li> <li>▪ Using appraisal and target setting to improve performance and professionally develop staff</li> <li>▪ Working in schools with ethnic diversity and EAL</li> <li>▪ Experience of working in partnership with Governors, families, church and wider community</li> </ul>	<ul style="list-style-type: none"> <li>▪ Senior leadership in an infant school</li> <li>▪ Leadership/teaching in a Church of England School</li> <li>▪ Collaboration and partnership with professionals and colleagues beyond the school</li> <li>▪ Budget setting against school priorities</li> </ul>
Skills and Knowledge	<ul style="list-style-type: none"> <li>▪ Strong knowledge and expertise in primary education and Early Years</li> <li>▪ Strong understanding of high quality, expert teaching</li> <li>▪ Good knowledge and understanding of pupils with EAL, additional needs and SEND</li> </ul>	<ul style="list-style-type: none"> <li>▪ Evidence of leading relational and restorative approaches which improve inclusion, behaviour and pupil well-being</li> <li>▪ Know how to prioritise and allocate financial resources appropriately and efficiently</li> <li>▪ Able to analyse risk and make informed decisions</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Ability to analyse and evaluate school performance to identify priority areas for improvement and inform strategic decision making</li> <li>▪ Know how to effectively deploy staff and resources to achieve strategic and operational effectiveness</li> <li>▪ Ability to hold others to account, providing constructive challenge and support</li> <li>▪ Know how to create an emotionally safe and inclusive school environment</li> <li>▪ Secure knowledge of safeguarding and how to support children and families</li> </ul>	
Personal Qualities	<ul style="list-style-type: none"> <li>▪ Commitment to upholding the Christian vision and values of the school</li> <li>▪ Ability to communicate clearly and professionally with multiple stakeholders</li> <li>▪ Able to build positive, trusting and respectful relationships across diverse communities, backgrounds and experiences</li> <li>▪ Supports a sustainable workload for self and staff</li> <li>▪ Calm, reflective and emotionally intelligent leadership when managing complexity, challenge and change</li> </ul>	