



### EEEA Schools – Person Specification

| <b>Job Title:</b> Headteacher  |                  |                  |
|--|------------------|------------------|
|  | <b>Essential</b> | <b>Desirable</b> |
| <b>Education and Qualifications</b>  |                  |                  |
| Honours degree or equivalent   | ✓                |                  |
| Qualified teacher status   | ✓                |                  |
| Evidence of commitment to continuing professional development  | ✓                |                  |
| NPQH   |                  | ✓                |
| <b>Professional Experience and Knowledge</b>   |                  |                  |
| Successful experience as Deputy/Headteacher in primary sector  | ✓                |                  |
| The effective management of people and resources, including use of the school's budget and best practice in financial and employment matters                     | ✓                |                  |
| Experience of owning and managing a budget   | ✓                |                  |
| Successful experience of raising standards for all with measurable outcome   | ✓                |                  |
| Successful experience of creating and maintaining effective partnerships with parents, other educational bodies and the community to enhance children's learning | ✓                |                  |
| Evidence of highly developed performance management skills   | ✓                |                  |
| Understanding of quality in learning and teaching and how to achieve excellence  | ✓                |                  |
| Knowledge of key considerations in effective management and deployment of people and other resources   | ✓                |                  |
| In depth knowledge and experience of Child Protection and Safeguarding procedures  | ✓                |                  |
| Experience of creating effective staffing structures and team building   | ✓                |                  |
| Experience of working in a multi-cultural setting with all members of a diverse school community   | ✓                |                  |
| <b>Knowledge and Skills</b>  |                  |                  |
| Ability to manage change ie national, local and school   | ✓                |                  |
| Ability to communicate effectively orally and in writing to a range of audiences and a diverse school community  | ✓                |                  |
| Ability to think creatively to anticipate and solve problems   | ✓                |                  |
| Ability to formulate a vision and strategy for the school and secure commitment to it from others by leading by example  | ✓                |                  |
| Ability to drive for improvements and challenge underperformance   | ✓                |                  |

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|--|---|--|
| Ability to establish and sustain appropriate structures and systems and monitor them   | ✓ |  |
| Ability to motivate, challenge and influence others to attain higher goals   | ✓ |  |
| Ability to develop and empower individuals and teams   | ✓ |  |
| Ability to use new and emerging technologies to support improvement  | ✓ |  |
| Ability to deal sensitively with people and resolve conflicts  | ✓ |  |
| <b>Personal Attributes</b>   |   |  |
| Committed to the development and maintenance of good relationships with staff, parents, pupils, governors and the community  | ✓ |  |
| Positive, passionate outlook, embracing risk and innovation  | ✓ |  |
| Demonstrate respect and empathy towards others   | ✓ |  |
| Resilience, perseverance and optimism in the face of difficulties and challenges   | ✓ |  |
| Ability to be consistently decisive and focused on solutions   | ✓ |  |
| Commitment and dedication to social justice, equality and excellence   | ✓ |  |
| Capacity to be flexible, adaptable   | ✓ |  |
| Committed to CPD of self and others within the school  | ✓ |  |
| The ability to form and maintain appropriate relationships and personal boundaries with children and young people in line with the EEEA Safeguarding and Child Protection Policy and the EEEA Staff Code of Conduct  | ✓ |  |
| Committed to a collaborative school vision of excellence and equity that sets high standards for all and welcomes and secures the support of others in achieving it  | ✓ |  |
| <b>Safeguarding</b>  |   |  |
| <p>EEEA Schools are committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. The successful candidate will have to meet the person specification and will be required to apply for a DBS disclosure. We particularly welcome applicants from under-represented groups including those based on ethnicity, gender, transgender, age, disability, sexual orientation or religion</p> |   |  |