



## Employee Specification Form

Job Title / School	Headteacher – Greasby Infant School
Department	Children & Young People's Services

Essential Personal Attributes	Stage Identified	Desirable Personal Attributes	Stage Identified
<b>Qualifications</b>			
<ul style="list-style-type: none"> <li>Recognised teaching qualification, i.e. Degree, QTS, Certificate of education or PGCE</li> <li>Range of in-service training related to school leadership, management and curriculum legislation</li> </ul>	App App/Int	<ul style="list-style-type: none"> <li>NPQH or similar leadership training</li> </ul>	App
<b>Experience</b>			
<ul style="list-style-type: none"> <li>Recent successful experience as an Assistant/Deputy Headteacher or an existing Headteacher within a primary/infant school setting</li> <li>Evidence of success at leading and managing people and managing whole school innovation and change</li> <li>Experience of leading staff to bring about improvement through coaching &amp; mentoring and targeted professional development</li> <li>Thorough knowledge of the current Ofsted inspection framework.</li> <li>Experience across primary age ranges with significant experience of Early Years and KS1</li> <li>Subject leadership experience including leading and monitoring a subject area</li> <li>Experience of working effectively with governors</li> <li>Experience of working with and engaging positively with parents</li> <li>Successful experience of monitoring, evaluating and improving the quality of teaching and learning resulting in positive impact on outcomes</li> <li>Experience owning and developing statutory policies and procedures</li> <li>Experience of leading and managing safeguarding policy and procedure</li> <li>Experience of working effectively with a range of external agencies and partner organisations</li> </ul>	App/Int App/Int App/Int App/Int App/Int App/Int App/Int App/Int App/Int App/Int App/Int App/Int	<ul style="list-style-type: none"> <li>Involvement in projects and whole school initiatives beyond the school which enhance teaching and learning</li> <li>Experience of leading a core subject</li> <li>Experience of working with pre-school / nursery children</li> </ul>	App/Int App/Int App/Int
<b>Knowledge and skills</b>			
<ul style="list-style-type: none"> <li>Clear personal philosophy of education</li> <li>Ability to articulate a clear vision for Greasby Infant School and its development in the coming years</li> <li>Knowledge and experience of monitoring teaching and learning and the curriculum to bring about improvements and raise standards</li> <li>Ability to demonstrate how to set and achieve challenging targets for different pupil groups</li> </ul>	App/Int App/Int App/Int/Obs App/Int	<ul style="list-style-type: none"> <li>Designated safeguarding lead in school</li> <li>An understanding of how national and local developments impact on school leadership and management</li> <li>Thorough knowledge of financial procedures and budgetary management in an education setting</li> <li>Secure understanding of mental health and wellbeing and strategies to support for all stakeholders</li> </ul>	App/Int App/Int App/Int App/Int

Essential Personal Attributes	Stage Identified	Desirable Personal Attributes	Stage Identified
<ul style="list-style-type: none"> <li>Ability to illustrate the purpose and impact of school monitoring and self-evaluation in the process of school improvement.</li> <li>Has an effective understanding and use of Performance Management and appraisal to ensure that all staff make an appropriate contribution to school improvement linked to their experience and pay scale</li> <li>Up to date knowledge and understanding of the relevant legislation and good practice in relation to the protection and safeguarding of children and young people.</li> <li>A clear understanding of the current SEND legislation</li> <li>The ability to engage parents and promote the caring family/community ethos of the school</li> <li>Ability to understand the implications of budget management and financial procedure and to demonstrate accountability</li> <li>Confidence and competence in ICT and its effective use for administrative, communication and curriculum purposes</li> <li>Secure knowledge of the early years &amp; primary curriculum through valid experience in both EYFS and KS1</li> <li>Experience and competence in tracking and analysis of pupil progress data to raise standards and achievement</li> <li>Enthusiasm, resilience, drive and empathy</li> </ul>	App/Int  App/Int  App/Int App/Int App/Int App/Int App/Int App/Int App/Int/ Obs	<ul style="list-style-type: none"> <li>Experience of mentoring for ECT &amp; supporting students</li> <li>A good understanding of global learning and how it impacts child development</li> </ul>	App/Int  App/Int
<ul style="list-style-type: none"> <li><b>Special Requirements</b></li> </ul>			
<ul style="list-style-type: none"> <li>Excellent communication and interpersonal skills with a willingness to engage with all stakeholders</li> <li>A clear vision for the future development and promotion of the school in the local community</li> <li>Commitment to maintain positive links with local school networks and community</li> <li>Ability to maintain and develop the special ethos and unique identity of the school</li> </ul>	App/Int App/Int App/Int App/Int	<ul style="list-style-type: none"> <li>Experience of supporting global learning and MFL within an infant school</li> <li>Experience of working with external stakeholders such as Parents Association / Local Church to support the wider life of the school and local community</li> </ul>	App/Int App/Int

# Employee Specification Form – Guidance for Applicants

**These notes should be studied carefully before completing the form overleaf.**

List the personal attributes required to fulfil the duties listed in the job description.

They must be:

- set at a level appropriate to the work to be done and *not* higher than necessary
- stated clearly and specifically
- entirely job related

## **Essential or Desirable**

### **Essential**

Those requirements without which a candidate would be simply unable to do the job.

*Any candidate who does not meet the essential requirements must be rejected.*

Examples could be the possession of current driving licence or relevant qualification.

### **Desirable**

Those requirements which are desirable, but not essential.

A candidate should not be rejected for failing to meet any single desirable requirement.

Examples for certain jobs could be local government experience or knowledge of new technology.

## **Personal Attributes**

### **Qualifications**

What qualifications, if any, should the postholder possess?

To what level

### **Experience**

What experience, if any, is relevant?

### **Knowledge and Skills**

Is there any knowledge (other than that covered by qualifications listed) or skills which are relevant? What should the postholder be able to do?

Do not list attributes which cannot be measured, eg “pleasant personality”, “flexible outlook”. Identify only what the postholder needs to do that requires him/her to be pleasant and flexible. Is it that the person needs to communicate effectively with callers (pleasant) or will need to work flexible hours (flexible).

Try to specify the levels of skills that are required, eg if numeracy is specified as a requirement, you should indicate the levels of skill, ie keeping records of petty cash or able to control and monitor substantial budgets.

### **Special Requirements**

Are there any conditions of service which differ from the norm and with which the postholder must comply? eg live-in requirements, flexible working hours, weekend working.

### **Stage Identified**

Indicate at which stage in the selection process the personal attribute is to be identified, eg application form (App), interview (Int), reference (Ref), lesson observation (LO)

**Failure to state how you meet an essential requirement (if identified as Application stage) will result in you not being shortlisted for interview/the next stage.**