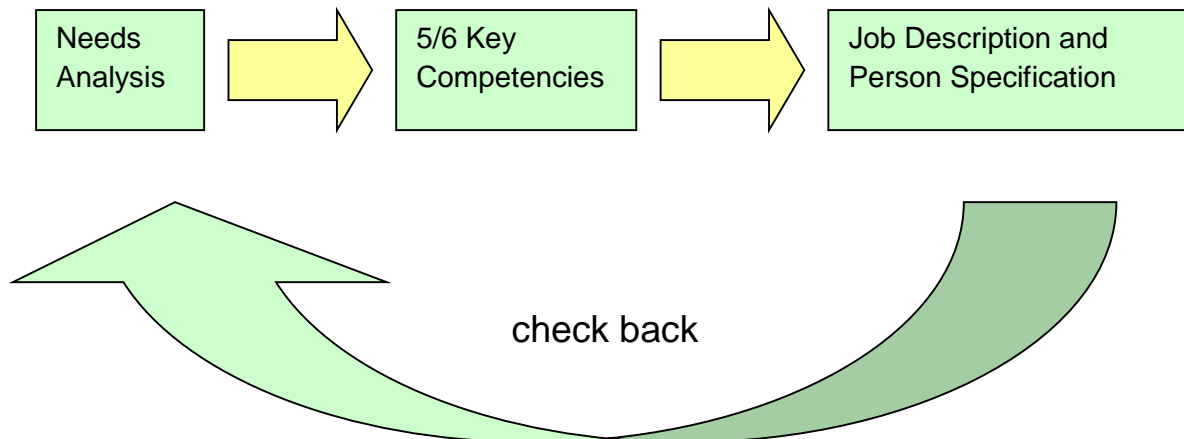


## Job Description & Person Specification

The key competencies derived from the Needs Analysis will now inform the creation of a job description and person specification. The completed job description and person specification must be included in the information provided to potential applicants. If you are using the Resourcing Solutions Advertising Service, we will be happy to assist in developing these documents.



Always remember to complete the cycle by checking that the person specification fits well with the original Needs Analysis to ensure that you have not lost sight of your original aims/needs. It is vital that the previous headteacher Job Description (or other standard template) is not simply used without review.

### The Job Description

This provides a description of the nature of the job. This should include:

- Job details (title, etc.)
- Job purpose
- Job context
- Accountabilities
- Main responsibilities
- Teaching commitment (where appropriate)
- Duty to promote and safeguard the welfare of all children and young people in the school
- Structure

You will find a definition of the role of a headteacher in the School Teachers' Pay and Conditions Document. Please see the Job Description template in APPENDIX A .

### The Person Specification

This provides a description of the criteria that are essential and/or desirable to undertake the post successfully. This should include:

- **Qualifications and training**

Many aspiring headteachers will complete the National Professional Qualification for Headship (NPQH) to prepare for headship; The NPQH is a personalised programme for those who aspire to be headteachers, providing opportunities such as learning materials, placements, coaching, online resources and local leadership development activities. However, this ceased to be a mandatory requirement for headship from February 2012, but the NPQH is still endorsed by government as the qualification of choice for anyone aspiring to headship. It is not recommended that governors require NPQH as this may well deny otherwise suitably qualified candidates the opportunity to apply.

- **Experience and skills**

Give careful consideration to the impact of essential requirements. For example, by specifying that the candidate must be a member of the school leadership team you may exclude candidates with relevant and / or equivalent experience, who are not actually on the senior leadership team. Post titles can be misleading, and represent different levels of responsibility in different schools

- **Key Competencies**

This section details the key competencies derived from the needs analysis and Personal Characteristics of Effective Headteachers.

- **Safer Recruitment**

The person specification must include reference to the qualities the successful candidate should be able to demonstrate to work with children and young people, such as; a commitment to safeguarding and the welfare of children and young people; ability to form and maintain appropriate relationships and personal boundaries with children and young people; emotional resilience in working with challenging behaviours; and appropriate use of authority and discipline. It should also mention that candidates will be tested on these qualities through questioning at interview.

Please see the template person specification in APPENDIX B

Faith schools may include in the job description and person specification a reference to the religious character. For example, for a VC school, one of the responsibilities outlined in the job description might be "a commitment to maintaining and developing the Christian ethos of the school and promoting an understanding of other faiths and cultures". VA schools may also wish to make reference to practice of the Christian faith as a selection criteria within the person specification and job description

### **Essential, Desirable or Threshold?**

You will need to consider which criteria are essential for appointment and which are desirable on appointment. Remember, to be shortlisted, a candidate must meet all essential criteria that can be evidenced in the application form, whereas the desirable criteria are those which could be developed whilst the candidate is in post. It might be tempting to label all criteria as essential, but this may dissuade some otherwise excellent prospects – with the potential to develop new skills once in post - from applying.

Some of your criteria might be 'threshold' criteria. These are the basic minimum criteria candidates must meet in order to be shortlisted. Unlike essentials. applicants will not be

<b>Job Description and Person Specification Checklist</b>			
<b>Task</b>	<b>Lead</b>	<b>Date Completed</b>	<b>Comments</b>
Consider job description template and modify according to school context			
Use key competencies to develop person specification			
Ensure person specification clearly identifies the skills, knowledge and attributes required to deliver the job description, which in turn must be in line with the Needs Analysis			
<b>Key Documents:</b> <ul style="list-style-type: none"> <li>• Completed Needs Analysis</li> <li>• Template job description</li> <li>• Template person specification</li> <li>• Example Completed Person Specification</li> <li>• <a href="#">National Standards for Headteachers</a></li> <li>• School Teacher's Pay and Conditions Document</li> </ul>			

## APPENDIX A - Job Description Template

\_\_\_\_\_ School Headteacher Job Description

Date Effective: \_\_\_\_\_

### Statutory

1. To fulfil all the requirements and duties as set out in the School Teachers' Pay and Conditions Document relating to the Conditions of Employment of Headteacher.
2. To meet the National Standards for Headteachers as published by the DfE.
3. To seek to achieve any performance criteria, objectives or targets agreed with or set by the School's Governing Body in accordance with the requirements set out in the School Teachers' Pay and Conditions Document.
4. To promote and safeguard the welfare of all children and young people within the School, by ensuring that the School's policies and procedures relating to safeguarding children and child protection are fully implemented and followed by all staff; resources are allocated to allow staff to discharge their responsibilities; and that staff, pupils, parents and others feel able to raise concerns and that these are addressed sensitively and effectively.

### Specific (customise this section as appropriate)

The School's Governing Body wish a particular emphasis to be placed upon the following:

1. To raise standards across the school with particular reference to academic performance so that all pupils achieve to the very best of their ability. To lead in the provision of excellent learning and teaching.
2. To formulate a vision of school improvement and to lead the staff and Governing Body in reviewing and evaluating the effectiveness of the School Development Plan.
3. To report to the School's Governing Body on progress made against School Development Plan objectives, making recommendations as to future priorities.
4. To further develop partnerships with a variety of stakeholders (including local churches and the diocese) through collaboration (in line with specialist status).
5. To lead the school through rigorous self-evaluation, including quality assurance and performance management at all levels.
6. To develop, inspire and motivate effective teams in order to raise standards across the school.
7. Outline teaching commitment
8. Additional point for faith schools e.g. to foster a positive, caring and inclusive Christian ethos, whilst promoting an understanding of and respect for other faiths and cultures

This Job Description may be amended at any time after consultation with the post holder and will be reviewed annually.

## APPENDIX B – Person Specification Template

### PERSON SPECIFICATION - Headteacher at \_\_\_\_\_

The Selection Panel will be looking for evidence that the candidate has demonstrated their ability to fulfil the following criteria:

<b>QUALIFICATIONS AND TRAINING</b>	<b>Essential on appointment</b>	<b>Desirable on appointment (if not attained, development may be provided for successful candidate)</b>
Qualified Teacher status		
Graduate or equivalent		
Evidence of continuous professional development		

<b>EXPERIENCE AND SKILLS</b>	<b>Essential on appointment</b>	<b>Desirable on appointment</b>
Experience of leadership and management		
Experience across the appropriate age range		
Thorough knowledge of the National Curriculum		

<b>PERSONAL CONVICTION</b>	<b>Essential on appointment</b>	<b>Desirable on appointment</b>
<i>Definition: Passionate commitment to education, based on either deeply held values or beliefs born out of a desire to serve CYP, parents and the community</i>		

<b>PERFORMANCE FOCUS</b>	<b>Essential on appointment</b>	<b>Desirable on appointment</b>
<i>Definition: A relentless approach to setting and achieving challenging goals and expectations to meet the needs of all learners, and securing support from others based on an informed interpretation of current and future needs</i>		

<b>COMMUNICATING</b>	<b>Essential on appointment</b>	<b>Desirable on appointment</b>
<i>Definition: The drive and ability to produce effective and efficient outcomes by impressing and influencing the ways in which others work and operate</i>		

<b>INTERPERSONAL SENSITIVITY</b>	<b>Essential on appointment</b>	<b>Desirable on appointment</b>
<i>Definition: Ability to demonstrate a clear commitment to diversity and respect for others</i>		

<b>MANAGING EFFECTIVENESS</b>	<b>Essential on appointment</b>	<b>Desirable on appointment</b>
<i>Definition: A clear desire to work with others both inside and outside the school community to achieve shared goals and help others reach their full potential</i>		

<b>PERSONAL DEVELOPMENT</b>	<b>Essential on appointment</b>	<b>Desirable on appointment</b>
<i>Definition: A strong sense of self-awareness and continual improvement in order to increase personal and organisational effectiveness and outcomes</i>		