

Headteacher's Personal Specification

QUALIFICATIONS & TRAINING	ESSENTIAL	DESIRABLE
Qualified Teacher Status	●	
Degree level qualification	●	
Evidence of on-going professional development	●	
NPQH		●
Additional qualifications in SEND, SEMH, trauma-informed practice or behaviour support	●	

EXPERIENCE	ESSENTIAL	DESIRABLE
Successful senior leadership experience in a school, PRU or specialist provision	●	
Experience of improving outcomes for vulnerable or disadvantaged pupils	●	
Experience leading and managing multidisciplinary teams		●
Experience working with pupils with SEMH needs, behavioural challenges, or complex SEND	●	
Experience of multi-agency collaboration (e.g., social care, CAMHS, health)	●	
Experience of managing budgets and resources		●
Experience of leading safeguarding practice	●	
Experience of working within a PRU, AP, or specialist SEMH setting		●
Experience of successful reintegration or transition planning	●	

Success & Achievement for Everyone

KNOWLEDGE & UNDERSTANDING	ESSENTIAL	DESIRABLE
Secure understanding of PRU statutory duties and DfE guidance	●	
Deep knowledge of safeguarding, child protection, and safer recruitment	●	
Understanding of trauma-informed, relational, and restorative approaches	●	
Knowledge of SEND legislation and inclusive practice	●	
Understanding of curriculum design for pupils with disrupted education	●	
Knowledge of behaviour regulation strategies and SEMH interventions	●	
Awareness of local authority processes for exclusion, reintegration, and managed moves		●
Demonstrate ability to analyse pupil attainment and progression data and use this to improve standards	●	

LEADERSHIP & MANAGEMENT SKILLS	ESSENTIAL	DESIRABLE
Ability to articulate and deliver a clear strategic vision	●	
Ability to inspire, motivate, and develop staff	●	
Strong decision-making and problem-solving skills	●	
Ability to lead change and drive school improvement	●	
Ability to build a positive, nurturing, and aspirational culture	●	
Experience of coaching, mentoring, and performance management	●	
Ability to manage challenging situations with resilience and emotional intelligence	●	

Success & Achievement for Everyone

PERSONAL QUALITIES	ESSENTIAL	DESIRABLE
High levels of integrity, professionalism, and emotional resilience	●	
Commitment to inclusion, equality, and the rights of the child	●	
Ability to build trust with pupils who may have experienced trauma or instability	●	
Excellent communication and interpersonal skills	●	
Reflective, compassionate, and calm under pressure	●	
Ability to model positive behaviour and relational practice	●	
Commitment to continuous improvement and professional learning	●	
Ability to promote a culture of well-being and good mental health support for both pupils and staff throughout the setting	●	

SAFEGUARDING & CHILD PROTECTION	ESSENTIAL
Demonstrates a strong commitment to safeguarding and promoting the welfare of children	●
Ability to maintain appropriate professional boundaries	●
Understanding of safer recruitment and statutory safeguarding responsibilities	●
Ability to work effectively with external agencies to protect vulnerable pupils	●

GOVERNANCE, ACCOUNTABILITY & COMPLIANCE	ESSENTIAL	DESIRABLE
Ability to work with the Governors of the Management Committee and an understanding of its statutory duties	●	
Commitment to be transparent and accountable to the Governors, Parents, external bodies and the local community	●	
Experience of financial planning and budget management		●