

**Assistant Headteacher**

**Person Specification**

A candidate will only be considered for shortlisting and move forward in the remaining person specification criteria if they meet the initial **essential** criteria under qualifications, knowledge and experience.

It is important to provide examples using the STAR acronym (**s**ituation, **t**ask, **a**ction, **r**esult) relating to the person specification criteria.

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| **Qualifications, knowledge and experience** | **Essential/****Desirable** |
| Degree and Qualified Teacher Status  | **E** |
| Experience of outstanding teaching across at least two key stages (FS/KS1/KS1)  | **E** |
| Successful experience of subject leadership, resulting in school improvement | **E** |
| Evidence of recent training in whole school leadership and management | **D** |
| Experience of effective involvement with parents  | **D** |
| **Safeguarding** |  |
| Thorough understanding of Child Protection and Safeguarding and commitment to safeguarding as part of the duty of care | **E** |
| Has received Designated Safeguarding Leader training | **D** |
| Up-to-date knowledge of relevant legislation and guidance in relation to working with, and the protection of, children and young people | **E** |
| Will co-operate and work with relevant agencies to ensure the appropriate safeguarding of children | **E** |
| **School culture** |  |
| Demonstrates an awareness of the wider education context | **E** |
| Ability to work effectively as part of the leadership team | **E** |
| Proven record of delegating, supporting and monitoring the work of others  | **E** |
| Experience of leading the professional development of staff within the context of school improvement | **E** |
| Proven record of inspiring, enabling and motivating others, promoting positive and respectful relationships across the school  | **E** |
| Upholds ambitious educational standards for all pupils | **E** |
| **Teaching, curriculum & assessment** |  |
| Experience of curriculum planning, implementation, assessing and recording | **E** |
| Ability to analyse, understand and interpret school performance data | **E** |
| Understanding of the needs of children with SEN as well as those more-able learners | **E** |
| Understanding of the key characteristics of an effective learning environment | **E** |
| **Organisational management/ continuous school improvement** |  |
| Be able to demonstrate high standards of classroom practice and articulate what constitutes effective teaching and learning | **E** |
| Ability to influence the quality of teaching and learning | **E** |
| Ability to inspire, lead and motivate children and staff | **E** |
| Understanding of the needs of children with a range of behaviours including SEND | **E** |
| Commitment to extra-curricular activities  | **E** |
| Evidence of successfully mentoring or coaching teachers and/or ECTs | **D** |
| **Personal Qualities/ Ethics and professional conduct** |  |
| Excellent organisational skills, effectively under pressure, prioritise appropriately and meet deadlines  | **E** |
| Ability to maintain confidentiality | **E** |
| Good interpersonal and communication skills at all levels | **E** |
| Commitment to personal and professional development | **E** |
| Ability to work on own initiative, make decisions and solve problems | **E** |
| Demonstrate a positive and professional attitude at all times | **E** |
| Good record of attendance | **E** |

**Closing date for applications:** 8am 7th May 2024

**Interview:** Weeks beginning 13th May 2024/20th May 2024

**Start date:** 1st September 2024