Person Specification for post of:

 **Assistant Head Teacher**

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| **Qualifications, Skills & Knowledge** | **Essential** | **Desirable** |
| DfE recognised qualified teacher status (QTS)  | x |  |
| Appropriate qualifications and experience to have credibility with the people you will work with as an Assistant Headteacher | x |  |
| Good knowledge of current thinking and practice in education | x |  |
| Secure knowledge and understanding of appropriate curriculum | x |  |
| Evidence of Continuing Professional Development  | x |  |
| Other professional qualifications (eg. NPQSL or NPQML)  |  | x |
| Capacity to influence people and lead change  | x |  |
| Commitment to continuous improvement  | x |  |
| Good understanding of curriculum development and innovation | x |  |
| Proven leadership and management skills  | x |  |
| Evidence of strong person-centred vision and values  | x |  |
| **Experience** |  |  |
| Recent and relevant experience as an effective Assistant Headteacher or Middle Leader | x |  |
| Recent teaching experience in a primary, secondary or special school | x |  |
| Evidence of significant development of a curriculum area or aspect of school provision | x |  |
| Experience of multi-disciplinary working | x |  |
| Experience of successful work with parents, carers and the wider community | x |  |
| Experience of planning and differentiation for students with SEN |  | x |
| Experience of delivering, monitoring and assessing via relevant frameworks |  | x |
| Knowledge of successful strategies for improving the quality of provision and students’ learning and progress | x |  |
| Evidence of high expectations for children and young people’s learning and achievement | x |  |
| Knowledge of school budgets, financial regulations and procedures or managing a part of the school budget |  | x |
| The capacity to use ICT to improve the quality of provision | x |  |
| Knowledge of assessment practice and progress tracking | x |  |
| A good understanding of the features of high-quality practice for young people with learning difficulties and disabilities | x |  |
| **Wider Professional Responsibilities** |  |  |
| Ability to form respectful and trusting relationships with a range of people, including parents and carers | x |  |
| Excellent numeracy and literacy skills with the ability to complete written reports | x |  |
| Aware of own strengths and areas for development and actively seeks feedback and learning opportunities | x |  |
| Commitment to continuing professional development (including taking personal responsibility for this) | x |  |
| Commitment to working with colleagues to improve teaching and learning | x |  |
| Ability to organise and supervise the work of a staff team | x |  |
| **Personal and Professional Conduct** |  |  |
| A passion and enthusiasm for making a difference for young people with SEND | x |  |
| Commitment to school’s aims and values | x |  |
| Commitment to equality and inclusive practice | x |  |
| An understanding of and commitment to, positive behaviour support ethos | x |  |
| Ability to manage own time, prioritise tasks and proven organisational skills | x |  |
| Good communication and interpersonal skills | x |  |
| A commitment to safeguarding and promoting the welfare of our students | x |  |
| Resilient, flexible and a positive solution focussed approach | x |  |
| Ambitious, optimistic and forward looking | x |  |
| Health, physical and emotional capacity for the role | x |  |
| Can maintain personal presentation that sets high standards for staff and students | x |  |
| **Leadership** |  |  |
| The ability to lead the school’s vision and ethos  | x |  |
| A strong commitment to developing other people  | x |  |
| Capacity to motivate, inspire and challenge our students, self and other staff | x |  |
| The ability to set challenging targets  | x |  |
| The ability to monitor, evaluate and review your own, others and the school’s effectiveness | x |  |
| Highly effective teamwork skills | x |  |
| **General** |  |  |
| The flexibility to meet the full range of job requirements  | x |  |
| Able to travel to offsite provisions, meetings and events  | x |  |