**Assistant Headteacher Person Specification**

Teaching & Learning

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| **Category** | **Criteria** | **Essential** | **Desirable** | **Source**  **A – Application, I – Interview, R – Reference, T – Task, P - Presentation** |
| **Qualifications** | Qualified Teacher Status (QTS) | ü |  |  |
| Degree | ü |  |  |
| Professional development in preparation for a leadership role e.g. NPQML, NPQSL, etc. |  | ü |  |
| Evidence of recent leadership experience that has contributed to school self-evaluation and the development of whole school priorities | ü |  |  |
| Experience of monitoring and evaluating teaching and learning | ü |  |  |
| **Knowledge & Abilities** | Can articulate a clear vision for high quality education | ü |  |  |
| Is an excellent classroom practitioner with evidence of exemplary student outcomes | ü |  |  |
| Has a strong understanding of effective behaviour management and student engagement strategies | ü |  |  |
| Can plan, prioritise, and implement organisational strategies, making best use of resources | ü |  |  |
| Knowledge and understanding of assessment data and the ability to use data to monitor progress and identify areas of development | ü |  |  |
| Evidence of promoting good to outstanding teaching, learning and behaviour | ü |  |  |
| Safeguarding and Child Protection | ü |  |  |
| Communicate professionally and confidently with colleagues, other professionals and families | ü |  |  |
| A clear understanding of the essential qualities necessary for improving the quality of learning and teaching and the ability to model this for others and support others to improve | ü |  |  |
| Effective communication and interpersonal skills | ü |  |  |
| Ability to build effective working relationships | ü |  |  |
| Up to date knowledge of statutory regulations and guidance relating to this post | ü |  |  |
| In depth knowledge of the primary curriculum | ü |  |  |
| **Skills, Attributes & Understanding** | Demonstrate consistently high- quality teaching strategies | ü |  |  |
| Support and motivate both colleagues and pupils by leading by example | ü |  |  |
| Communicate effectively to a wide range of audiences (verbal, written, using ICT as appropriate) | ü |  |  |
| Manage a team to successfully achieve agreed goals | ü |  |  |
| Develop and deliver effective professional development for staff as appropriate | ü |  |  |
| Analyse data to evaluate the performance and achievement of pupil groups, pupil progress and be able to plan appropriate courses of action for improvement | ü |  |  |
| Deal successfully with situations that may include difficult situations and conflict resolution | ü |  |  |
|  | Can effectively engage parents/carers and encourage them to take an active part in the life of the school | ü |  |  |
| **Personal Qualities** | Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school  Passion, energy and enthusiasm and an ability to be professional, supportive and resilient | ü |  |  |
| Commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability | ü |  |  |
| Ability to work under pressure and prioritise effectively | ü |  |  |
| Commitment to maintaining confidentiality at all times | ü |  |  |
| Ability to listen and respond to all stakeholder in an empathic manner | ü |  |  |
| Confidence to question the Headteacher and other school leaders on issues of professional judgements and decision making in an appropriate and informed manner. | ü |  |  |
| Can demonstrate a commitment to professional standards, including core policies relating to health and safety, equality, diversity, safeguarding and child protection | ü |  |  |
| **Relevant Experience** | Experience of successfully leading curriculum teams and school initiatives within the last 2 years | ü |  |  |
| Experience of monitoring and evaluating teaching and learning | ü |  |  |
| Experience of successfully managing and coordinating staff within the last 2 years | ü |  |  |
| leading on teaching and learning within a curriculum including monitoring curriculum coverage and overseeing pupil progress for pupils across all phases | ü |  |  |
| Analyse data to evaluate the performance and achievement of pupil groups, pupil progress and be able to plan appropriate courses of action for curriculum improvement |  | ü |  |
| Assist the Headteacher to initiate and manage change & improvement in pursuit of excellence in Teaching and Learning | ü |  |  |
| Relevant experience and knowledge of Pupil Premium strategy. | ü |  |  |
| Evidence of rising achievement for pupil premium pupils as a leader and classroom teacher |  | ü |  |
| Knowledge and understanding of early help and the procedures involved in making a referral |  | ü |  |