

**Person Specification: Assistant Headteacher L12 - L16**

<b>Criteria</b>	<b>Essential</b>	<b>Desirable</b>	<b>Assessed through</b>
Qualifications	<ol style="list-style-type: none"> <li>1. Educated to degree level.</li> <li>2. Qualified Teacher Status (or equivalent).</li> <li>3. Professional development in preparation for leadership.</li> <li>4. SENDCo qualification or a commitment to achieve this within a specified timeframe</li> </ol>	<ol style="list-style-type: none"> <li>A. NPQSL.</li> <li>B. Evidence of ongoing professional development.</li> <li>C. Further relevant professional or academic qualifications.</li> </ol>	All - Application form & Certificates
Experience	<ol style="list-style-type: none"> <li>1. Leadership and management experience in a school.</li> <li>2. Successful experience of teaching GCSE, BTEC or A level qualifications.</li> <li>3. Evidence of effective teaching that has supported students in making strong progress.</li> <li>4. Demonstrable experience of successful line management and staff development.</li> <li>5. Experience of leading or contributing to strategies that improve outcomes for disadvantaged pupils</li> </ol>	<ol style="list-style-type: none"> <li>A. Experience of working as part of the leadership team within a school.</li> <li>B. Experience of school self evaluation and development planning.</li> <li>C. Experience of working with external agencies and coordinating multi-agency support</li> <li>D. Experience of leading multidisciplinary teams (e.g. teaching and support staff)</li> </ol>	All - Application form & References
Leadership qualities	<ol style="list-style-type: none"> <li>1. Beliefs and values that are aligned with those held by the school.</li> </ol>	<ol style="list-style-type: none"> <li>A. Experience of dealing with HR issues.</li> <li>B. Ability to demonstrate an</li> </ol>	All - Application form, references and interview day activities

	<ol style="list-style-type: none"> <li>2. A clear vision for education and achievement.</li> <li>3. Ability to both support, challenge and influence staff within various contexts.</li> <li>4. Ability to hold others to account.</li> <li>5. Ability to effectively communicate ideas and concepts.</li> <li>6. Ability to effectively interpret data and use it to inform sound decisions, judging when intervention activities need to take place and to proactively organise these with staff.</li> <li>7. Ability to work under pressure, prioritise effectively and see projects through.</li> <li>8. Commitment to maintaining confidentiality at all times.</li> <li>9. Ability to advocate for vulnerable pupils and influence whole-school practice to improve inclusion</li> </ol>	<p>awareness and understanding of the 'bigger picture' and working at Senior Leadership level.</p>	
<p>Knowledge &amp; Understanding</p>	<ol style="list-style-type: none"> <li>1. Understanding of SEND, disadvantage and inclusion strategies at whole-school level</li> <li>2. Understanding of the SEND Code of Practice and statutory responsibilities (including EHCPs)</li> <li>3. Understanding of and</li> </ol>	<ol style="list-style-type: none"> <li>A. Experience of leading SEND and/or inclusion provision</li> <li>B. Membership of relevant subject/professional body.</li> <li>C. Experience of restorative or relational approaches to behaviour</li> <li>D. Clear understanding of the</li> </ol>	<ol style="list-style-type: none"> <li>1 - Application form / Interview</li> <li>2 - Application form / Interview</li> <li>3 - Application form / Interview</li> <li>4 - Application form / Interview</li> <li>5 - Application form / Interview</li> <li>6 - Application form / Interview</li> <li>7 - Application form / Interview</li> <li>8 - Application form / Interview</li> </ol>

	<p>commitment to safeguarding and child protection procedures.</p> <ol style="list-style-type: none"> <li>4. Strong understanding of curriculum planning and implementation, including how to ensure access for all learners</li> <li>5. Ability to effectively evaluate provision across a range of areas within a school setting.</li> <li>6. Strong understanding of high quality teaching, and the ability to model this for others.</li> <li>7. Understanding of effective techniques in raising attainment and standard at whole school level.</li> <li>8. Understanding of behaviour and SEMH needs, and how to support staff in responding effectively.</li> </ol>	<p>current Ofsted framework.</p> <p>E. Clear understanding of wider educational developments and contexts.</p>	<p>A - Application form / Interview  B - Application form  C - Interview day  D - Interview day  E - Interview day</p>
Skills	<ol style="list-style-type: none"> <li>1. Ability to listen effectively and form good interpersonal relationships.</li> <li>2. Ability to work independently or as part of a team as required.</li> <li>3. Strong data handling &amp; analysis skills and attention to detail,</li> <li>4. Strong organisational and time management skills.</li> <li>5. The ability to use a variety of teaching and feedback strategies.</li> <li>6. Ability to appropriately challenge</li> </ol>		<p>1 - Application form / Interview day  2 - Application form / References / Interview day  3 - Interview day / References  4 - Interview day / References  5 - Interview day / References  3 - Interview day / References</p>

	ideas or beliefs they believe are wrong.		
Personal values and qualities	<ol style="list-style-type: none"> <li>1. Pupil-centred in decision making.</li> <li>2. Belief in the value of restorative practices.</li> <li>3. Ability to take personal accountability for performance.</li> <li>4. Evidence of a commitment to continuous personal development and improvement.</li> <li>5. Ability to perform well when placed under pressure.</li> <li>6. High levels of emotional intelligence.</li> <li>7. Resilience and the optimism to deal with day to day challenges.</li> <li>8. Self confidence and the ability to make appropriate decisions.</li> <li>9. Regularly meets deadlines.</li> <li>10. Forms positive and productive relationships with staff and children.</li> <li>11. Honest and trustworthy.</li> <li>12. High expectations of self and others.</li> </ol>	<ol style="list-style-type: none"> <li>A. Potential for further promotion.</li> <li>B. A commitment to engaging with educational research and wider reading.</li> </ol>	<ol style="list-style-type: none"> <li>1 - Interview day</li> <li>2 - Interview day</li> <li>3 - Interview / one to one meeting / reference</li> <li>4 - Application form / interview day</li> <li>5 - Interview day / References</li> <li>6 - References / interview day</li> <li>7 - References / interview day</li> <li>8 - References / interview day</li> <li>9 - References</li> <li>10 - References/ interview day</li> <li>11 - References</li> <li>12 - References/ interview day</li> <li>A - Interview day / References</li> <li>B - Interview day</li> </ol>