



## Firs Primary School – Assistant Head Teacher

### Person Specification

Area	Requirement	Essential	Desirable
Professional Qualification	<ul style="list-style-type: none"> <li>• Qualified teacher status</li> <li>• Evidence of recent professional development relative to the post</li> </ul>	Y Y	
Teaching and Learning	<ul style="list-style-type: none"> <li>• Enthusiasm for teaching and learning</li> <li>• An outstanding classroom practitioner with a track record of good and outstanding teaching</li> <li>• Excellent understanding of assessment and how to use it to maximise pupil progress</li> <li>• Experience of improving the quality of teaching of others</li> <li>• Experience of working within a leadership team to monitor, evaluate and improve teaching and learning across a school</li> <li>• Has experience of using research evidence to inform teaching and learning</li> <li>• Has experience of teaching in a range of schools</li> </ul>	Y Y Y Y	Y Y Y
Strategic Development	<ul style="list-style-type: none"> <li>• Able to communicate a strong clear vision for high quality primary education which maximises the potential of the school</li> <li>• Able to articulate ways of building, communicating and implementing a shared vision</li> <li>• Experience of school self-evaluation, and able to discuss effective processes for undertaking this</li> <li>• Evidence of leading significant change which has impacted on pupil progress</li> <li>• Significant involvement in school improvement planning</li> </ul>	Y Y Y	Y Y
Working with Others	<ul style="list-style-type: none"> <li>• Understands the importance of working in co-operation and partnership with colleagues</li> <li>• Approachable, accessible and flexible</li> <li>• High expectations and standards of self and others</li> </ul>	Y Y Y	

	<ul style="list-style-type: none"> <li>• Experience of mentoring, giving effective feedback and supporting colleagues to improve performance</li> <li>• Experience of managing difficult situations and conflicts</li> <li>• Understanding of the relationship between managing performance, professional development and school improvement</li> </ul>	Y	Y Y
Management Ability	<ul style="list-style-type: none"> <li>• Ability to anticipate and solve problems</li> <li>• Ability to establish and sustain appropriate management structures</li> <li>• Understanding of the need to develop and sustain a safe, secure and healthy school environment</li> <li>• Experience of developing, implementing, monitoring and evaluating school policies</li> <li>• Able to prioritise, plan and organise own workload and that of others</li> </ul>	Y Y Y Y	
Working partnership	<ul style="list-style-type: none"> <li>• Employment of a range of strategies to encourage parents to support their children's learning and realise the school's vision</li> <li>• Able to listen to, reflect and act on feedback from stakeholders as appropriate</li> <li>• Experience of leading a project to enhance the school's provision and reputation in its community</li> <li>• Commitment to the wider curriculum beyond school and the opportunities it provides for pupils and the school community</li> </ul>	Y Y Y	Y
Personal Skills and Attributes	<ul style="list-style-type: none"> <li>• Possesses a genuine empathy with children</li> <li>• Energetic and enthusiastic, with the ability to motivate and inspire others</li> <li>• Able to communicate effectively and concisely</li> <li>• A good listener, capable of making reasoned and considered judgements</li> <li>• Approachable, and possessing integrity</li> <li>• Inspires confidence and trust</li> </ul>	Y Y Y Y Y	
Accountability	<ul style="list-style-type: none"> <li>• Understands the role of the governing body and can describe how the Assistant Head Teacher will assist governors in carrying out their responsibilities effectively</li> <li>• Understands the role of Ofsted</li> </ul>	Y	Y

	<ul style="list-style-type: none"> <li>• Has a good understanding of the need to be accountable to parents for the education of their child and can demonstrate a knowledge of strategies that would enable parents to be involved in the life of the school</li> <li>• Has previous experience of challenging and supporting others in order to achieve specific targets</li> <li>• Can articulate an understanding of individual, team and whole school accountability for pupil learning outcomes</li> <li>• Has a comprehensive understanding of school data and how it can be used to benchmark a school's performance and for target setting</li> <li>• Experience of reporting attainment and progress to a range of audiences</li> </ul>	<p>Y</p>     <p>Y</p>	<p>Y</p>     <p>Y</p>     <p>Y</p>
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