



SUTTON GRAMMAR SCHOOL

Person Specification

Role: Assistant Head – Head of Sixth Form

Category	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Qualified teacher status • Degree 	<ul style="list-style-type: none"> • Postgraduate level qualification, or other recognised educational qualification (ie NPQSL)
Experience	<ul style="list-style-type: none"> • Substantial, successful teaching experience • Experience as an effective leader in an academic organisation 	<ul style="list-style-type: none"> • Sixth Form Pastoral Experience • Curriculum leadership
Professional Development	<ul style="list-style-type: none"> • Evidence of continuing professional development relating to school leadership and management, and curriculum / teaching and learning • Experience of leading/co-ordinating professional development opportunities • Ability to identify own learning needs and to support others in identifying their learning needs 	<ul style="list-style-type: none"> • Experience of working with other schools/organisations /agencies
Strategic Leadership	<ul style="list-style-type: none"> • Ability to articulate and share a vision • Evidence of successful strategies for planning, implementing, monitoring and evaluating school improvement • Ability to analyse data, develop strategic plans, set targets and monitor/evaluate progress towards these • Knowledge of what constitutes quality in educational provision, the characteristics of effective teachers and strategies for raising standards and the achievement of all students • Understanding of and commitment to promoting and safeguarding the welfare of students 	<ul style="list-style-type: none"> • Ability to inspire and motivate staff, students, parents and governors to achieve the aims of the school • Understanding of specific issues pertinent to Sixth Form education provision • Understanding of change management • Evidence of having successfully translated vision into reality at department level

Teaching and learning	<ul style="list-style-type: none"> • Knowledge and experience of a range of successful teaching and learning strategies to meet the needs of all students • A secure understanding of assessment strategies and the use of assessment to inform the next stages of learning • Experience of effective monitoring and evaluation of teaching and learning • Successful assessment of teaching and learning practises and strategies to improve practitioner skills 	<ul style="list-style-type: none"> • Knowledge of statutory requirements relating to the curriculum and assessment
Leading and Managing Staff	<ul style="list-style-type: none"> • Experience of working in and leading teams • Ability to delegate work and support colleagues in undertaking responsibilities • Experience of appraisal, and supporting the continuing professional development of colleagues • Ability to build and maintain good relationships 	<ul style="list-style-type: none"> • Understanding of effective budget planning and resource deployment • Successful involvement in staff recruitment, appointment/induction • Leading departmental initiatives and gaining buy in for them
Accountability	<ul style="list-style-type: none"> • Ability to provide clear information and advice to staff and school leadership team • Experience of offering challenge and support to improve performance 	
Skills, Qualities & Abilities	<ul style="list-style-type: none"> • Ability to organise work, prioritise tasks, make decisions and manage time effectively • Ability to communicate effectively, orally and in writing to a range of audiences – e.g. staff, students, parents, governors • Confidence, drive, enthusiasm and compassion • High quality teaching skills • High expectations of students' learning and attainment • Strong commitment to school improvement and raising achievement for all • Flexibility and resilience • Ability to remain positive and enthusiastic when working under pressure • Strong commitment to promoting equality of opportunity, inclusion and diversity, for students and staff (and other members of the school community), so that the ethos and culture of the whole school prevents any form of direct or indirect discriminatory behaviour, bullying or harassment 	<ul style="list-style-type: none"> • Ability in the use of ICT for personal use and knowledge for whole school application

