



Person Specification: Assistant Headteacher (Additional Phase Leader)

Salary Scale: (L7-L14)

Candidates are strongly advised to address each section of the person specification on the application form/in the supporting statement giving examples where appropriate. These criteria will be used for shortlisting purposes and candidates will be selected for interview by the extent to which they meet the criteria. They will also be tested during the task and interview process.

Arnhem Wharf Primary School is committed to safeguarding and promoting the welfare of all children and expects all members of staff to share this commitment. When completing the application form candidates must provide a full chronology from the time of leaving secondary education to present, accounting for any gaps in education/employment. This is a requirement of the school's safer recruitment processes and failure to comply will affect shortlisting decisions.

Please note that you are required to submit two supporting documents: up to three pages demonstrating how you meet the requirements of the person specification and one side of A4 stating your reasons for wanting to work at Arnhem Wharf School in this position.

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Qualified Teacher status; • Evidence of continuous professional learning; • Commitment to further professional development; • A willingness to participate in leadership programmes if not already undertaken. 	<ul style="list-style-type: none"> • Successful academic history; • Further leadership training (eg NPQSL) • Safer recruitment training.
Experience	<p>Experience of:</p> <ul style="list-style-type: none"> • successful teaching in an inclusive inner-city primary school; • successful inclusion of all children within a mainstream school setting; • developing and sustaining successful relationships with children, staff and parents and carers; • leadership at a middle leader level. 	<p>In addition, the successful candidate might have experience of:</p> <ul style="list-style-type: none"> • membership of a school senior leadership team; • the delivery of staff training; • leadership of a subject or area of learning; • successful management, including management of staff, teams, projects and resources; • mentoring/coaching other staff to improve performance and/or carrying out performance management; • tracking pupil progress and analysing pupil level data; • teaching across the whole Primary age range (nursery to Year 6); • analysing school level data; • presenting for a variety of audiences, for example the Governing Body, parents and carers, inspection teams; • carrying out HR processes such as investigations, disciplinary, capability and sickness procedures;

Knowledge and understanding	<p>Knowledge and understanding of:</p> <ul style="list-style-type: none"> • how children learn; • the EYFS, KS1 and KS2 curriculum; • effective formative and summative assessment in the EYFS and primary phases; • effective ways to ensure inclusion and progress of all children; • strategies for developing speaking and listening skills, including for pupils with English as an additional language; • positive and effective behaviour management ; • recent developments in education policy and legislation; • the current Ofsted framework; • the statutory requirements relating to child protection and safeguarding; • the statutory requirements of legislation concerning equalities, health & safety and SEND. 	<p>In addition, the successful candidate might also have knowledge and understanding of:</p> <ul style="list-style-type: none"> • HR processes such as disciplinary, capability and sickness procedures; • the effective characteristics and attributes involved in effective leadership; • the effectiveness of coaching and mentoring; • statutory assessment processes in one or more of the key stages.
------------------------------------	---	---

Skills	<p>The successful candidate will possess:</p> <ul style="list-style-type: none"> • the ability to inspire and motivate staff and pupils in line with the school's aims and vision; • excellent interpersonal, organisational and management skills; • the ability to develop and maintain positive relationships with all members of a diverse community and to motivate all to achieve high standards; • the ability to promote the well-being and positive behaviour of all (pupils, staff, parents and visitors) in the school; • excellent oral and written communication skills; • the ability to use IT effectively to support efficiency in undertaking the role; • the ability to analyse data and other information; • the ability to present information and ideas clearly verbally and in writing; • the skills to create a happy, nurturing, challenging and effective learning environment for all; • the skills to model effective teaching and learning to others; • the ability to work with other teachers /staff members to improve the quality of teaching and learning for the children; • the ability to work in partnership with others eg the headteacher, the senior leadership team, families and other members of the school community. 	<p>In addition, the successful candidate might also possess the skills of:</p> <ul style="list-style-type: none"> • writing reports for a various audiences, for example the Governing Body, parents, the local authority; • team leadership; • synthesis and analysis, particularly with regard to the strategic analysis of assessment data; • ways in which to develop and improve learning and teaching across the school through coaching, advising and supporting others; • effectively planning and delivering staff training.
---------------	---	--

Personal and professional characteristics	<ul style="list-style-type: none"> • High levels of commitment to the school; • High expectation, aspiration and ambition for our children and for the school community; • Absolute commitment to safeguarding and to promoting the welfare of children; • Unconditionally positive regard for all children; • Strong commitment to high standards of achievement for all; • Strong commitment to inclusion and to equality of opportunity; • Commitment to team and partnership work; • Commitment to life-long learning for pupils, staff and self; • Commitment to working with families and the wider community; • Flexibility, optimism, resilience, confidence and self-awareness; • Empathy, open mindedness and generosity; • Vision and the ability to influence others and win their support and commitment; • Sound organisation and prioritisation skills; • Determined, reliable and positive attitude to work; • Positive approach to challenge and the desire to contribute to on-going improvement; • The ability to cope with the demands of a challenging senior position. 	<ul style="list-style-type: none"> • Ambition and a desire to learn in preparation for more senior leadership position in the future.
--	--	--