



**Assistant  
Headteacher**  
Maternity Cover  
June 2025







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# About us



Havelock Schools are a place where each individual is encouraged to shine and develop to their full potential, staff and pupils alike are proud to be a part of our schools. We believe that everybody is unique and our role is to cherish that individuality, whilst working together as part of a learning community.

Everybody can succeed through determination, hard work and encouragement, which is why learning behaviours are so important to our philosophy – we stick at it when the going gets tough and ‘never, ever, ever give up’. We also believe that true and deep learning happens when we find things tricky.

As a federated Infant and Junior School we cover ages 4 to 11 years and the schools combined can accommodate approximately 630 children in a 3 class intake from Reception to Year 6. From September 2013 The Havelock Schools gained academy status and are part of the Pathfinder Schools Trust.

In January 2024 Havelock Infant School was inspected and successfully maintained OFSTED ‘outstanding’ status. In June 2023 Havelock Junior School was inspected and successfully retained its OFSTED ‘good’ rating.



# Ethos & Values

## Vision statement

Havelock Schools  
unlocking the door to  
lifelong learning – a place  
where everyone is  
inspired to reach their full  
potential

Havelock Learners are:

- Responsible
- Resilient
- Reflective



## Mission and Aims

- To provide creative, personal, physical, moral and spiritual development
- To promote learning that excites, inspires and motivates all
- To empower and value individuality in order to develop confident learners prepared to face our changing world
- To create a welcoming and nurturing community where children feel safe and valued and diversity is celebrated
- To provide an engaging and progressive curriculum that promotes curiosity, challenge and choice
- To have high expectations that develop positive resilient thinkers who are not afraid to fail, have motivated minds and a passion for learning
- To encourage and motivate independence by promoting positive thinkers, problem solvers and resilient learners able to reach their full potential
- To share and value experiences as part of a collaborative team, showing mutual respect for all members of our learning community





# Career development

We are committed to developing our staff and invest heavily in our well developed CPD programme, as well as giving our staff the freedom to focus on highly effective learning. We also provide our staff with access to accredited qualifications and training.

**Apprenticeships**-Both our support staff and teaching staff have access to apprenticeships unique to their area of work.

**Early Career Framework**-We are proud to be a member of Pathfinder Schools who in partnership with the Best Practice Network (BPN) delivering the new Early Career Framework. Our Early Career Teachers benefit from our specialist skills in the new framework.

**National Professional Qualifications (NPQ'S)**-Pathfinder Schools is an official NPQ delivery partner who in collaboration with the Outstanding Leaders Partnership (OLP) are delivering the new National Professional Qualifications (NPQ) training programmes to schools from November 2021. The new qualifications draw from the very latest evidence and research into pedagogy, behaviour, curriculum and more.



“ ”

What our  
staff  
appreciate  
most

Wonderful  
colleagues (friends) I  
can feel proud that  
we do our best for  
our children

The approachability of  
SLT  
if I have an idea that I  
believe would benefit  
students

The fantastic  
people that I work  
with. The children  
that I get to work  
with

The effort and  
time people put into  
the job

Supportive  
leadership,  
supportive  
colleagues

Work life balance

Friendship &  
team work

The supportive team,  
feeling valued

How we care for  
our children



# Being part of Pathfinder Schools

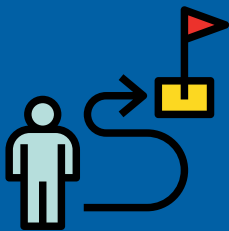


Pathfinder Schools is a cross-phase, multi-academy Trust of 10 schools in the north of Northamptonshire. Our Trust includes both church and community academies and we work closely together, connected by the vision we share for our pupils. Each school has its own unique character but we are unified by our unshakeable belief in the power of education to change lives. We believe that staff and pupils can flourish when they are happy and well-supported. We are inspired by the challenge of providing children with a rich tapestry of experiences that allow them to explore the world and their place in it.

We are passionate about our values of **Aspiration, Responsibility and Courage**, we believe that when people feel respected and included they can be more creative, innovative, and successful.

**One Trust, transforming lives and communities, inspiring greatness**

## Our purpose



Our Trust is a growing family of schools, built on a commitment to the development of the children and young people in the communities we serve.

We exist to deliver the very best educational outcomes for every learner.

Based upon a foundation of independence, we empower young people to broaden their horizons and open their minds to new opportunities.

## Our vision



Together we want to develop inspirational schools which instil Aspiration, Responsibility and Courage in every learner, enabling them to find the greatness within them.

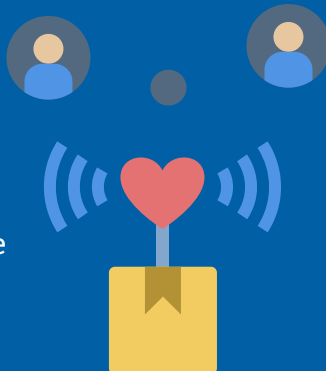






## Our strategic objectives

- Every school a great school
- Every school an inspiring place to work and learn
- Every school a school of choice in the community
- Every school expertly supported by a strong central team



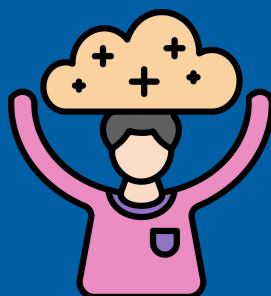
## Our Values

Our values stand at the very core of everything. They are the centre from which all we do and say radiates, guiding the way that we work together.

## Our Values

### Aspiration

#### We aim high



Everyday we aim to be the best we can be. We are all striving to reach our own personal greatness. We recognise that we do not all start from the same place and we work to enable all to overcome barriers and achieve their full potential.

### Responsibility

#### We play our part



We believe that we are all responsible for making Pathfinder Schools an inspiring place to work and learn. We hold ourselves accountable for our own actions, admit when we have failed against our own standards, feel comfortable asking for support and always strive to be our best selves.



### Courage – We are brave

We are a Trust that faces challenges directly, we are honest about the decisions we make and the reasons for them. We support each other through difficult times in our learning and in our lives. We have the strength to persevere in the face of difficulty, uncertainty and challenge.



# Assistant Headteacher Advert



## Contract type

- Fixed Term-Maternity Cover
- Full time
- Leadership terms and conditions

## Salary

- Leadership Scale Points L4 - L8
- £53,602 - £59,167 per annum pro rata

## Closing date

- 30th June 2025

## Shortlisting

- 1st July 2025

## Interviews

- 3<sup>rd</sup> or 4<sup>th</sup> July

## Start date

- September 2025

## How to apply

To apply, please complete a Pathfinder Schools teacher application form, which can be downloaded from the vacancies page of the website:  
<https://www.havelockschools.org.uk/people/school-vacancies>

Completed application forms should be accompanied by a letter of application and should be sent to:

[bursar@havelock.pfschools.org.uk](mailto:bursar@havelock.pfschools.org.uk)

We have an exciting opportunity to join Havelock Schools as an Assistant Headteacher to cover the maternity leave of the current postholder.

You will support us in maintaining our healthy, safe and caring environment where our pupils are empowered to broaden their horizons, develop a love of learning and open their minds to new opportunities.

Our Assistant Headteacher will join an established and highly experienced Senior Leadership Team who work closely to ensure children are at the heart of all we do.

We are looking for a passionate, inspirational individual who will;

- Be ambitious for all our children's outcomes, both academic and beyond
- Be a strong leader and role model across our schools, inspiring pupils, staff and our community

In return, we offer;

- Well motivated children and supportive families
- A positive, friendly and dedicated staff team
- A Leadership team who encourage work/life balance
- Opportunities to collaborate with colleagues across our Multi Academy Trust Pathfinder Schools

For any questions about the role and our schools, please contact Rachel Kiziak, Executive Headteacher at: [rkiziak@havelock.pfschools.org.uk](mailto:rkiziak@havelock.pfschools.org.uk)

We occasionally close vacancies early in the event that we receive a high volume of applications. Interviews may begin soon after receipt of applications for shortlisted candidates, therefore we recommend that you apply early.

Havelock Safeguarding Policies and Procedures are available on their website, which can be accessed on the following web address : [Havelock Schools - School Policies & Reports](#)

Pathfinder Schools are committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. DBS, Reference, Identity, Criminal Record and Medical Checks are mandatory for all posts within Pathfinder Schools.



As part of our rigorous Safer Recruitment process, Pathfinder Schools has adopted the practice of online searches for external shortlisted candidates. The purpose of the search is to enable us to fulfil our duty under Keeping Children Safe in Education and is part of our due diligence to identify any incidents or issues that have happened, and are publicly available online, which we may need to discuss with you during interview.

Therefore, if you are shortlisted for a role, an appropriate online search will be undertaken on your name(s). Consent to an online search is included in the Pathfinder Schools application form. Searches are based on publicly available information, therefore where your profiles are private or are locked, no further search will be required on these pages. Any information given will be treated as confidential and will only be used in relation to the post for which you have applied.

Pathfinder Schools is passionate about its values of Aspiration, Responsibility and Courage, we believe that when people feel respected and included, they can be more creative, innovative, and successful. We are committed to an inclusive workforce that represents many different cultures, backgrounds and viewpoints. Our employee lifecycle processes are designed to prevent discrimination against our colleagues, regardless of gender identity or expression, sexual orientation, religion or belief, pregnancy and maternity, marital status, ethnicity, age, disability status, or any other aspect which makes them unique. While we have more work to do to advance diversity and inclusion, we're committed to moving our Trust and the education sector forward.



# Assistant Headteacher

## Job Description



**Responsible to:** Executive Headteacher

This is based upon the Department for Education and Skills National Standards for headship and is in addition to the statutory conditions of employment of headteachers included in the 'School Teachers' Pay and conditions document.

The purpose of this job is to provide professional leadership which secures, in consultation with the Executive Head Teacher and Deputy Head Teacher, the success and improvement of each of the two schools, ensuring high quality education for the pupils and improved standards of achievement.

### Strategic Direction and Development of the schools

For each of the schools:

- 1.To work with the Executive Head Teacher (EHT), Deputy Head Teacher (DH) and Governing Body (GB) to provide vision, purpose and leadership of the schools, and to secure effective teaching and successful learning and achievement by pupils.
- 2.In conjunction with the EHT and DH to promote and safeguard the welfare of children.
- 3.To work with the EHT AND DH to review and implement the School Development Plan which, through appropriate consultation, identifies priorities and targets for ensuring that pupils achieve high standards and make progress.
- 4.To work with the EHT and DH to ensure school improvement, the achievement of objectives and the educational success of the school.
- 5.To work with the EHT and DH to monitor, evaluate and review the effectiveness of the schools' policies and priorities.

### Teaching and Learning

For each of the schools:

- 1.To create and maintain an environment which promotes and secures good and outstanding teaching, effective learning, high standards of achievement, good behaviour and discipline.
- 2.To implement, monitor, evaluate and review the curriculum and its delivery and assessment in order to identify areas for improvement and set targets for the school and individual pupils.
- 3.To develop effective links with the community and parents, extend the curriculum and improve pupils' achievements and personal development
- 4.To promote respect and understanding of diverse cultures, languages and ethnic groups, including faith groups.
- 5.To reinforce the importance of high quality teaching and learning through leading by example.
- 6.To implement effective systems and practices which will meet the needs of all the children, whatever their abilities, including vulnerable groups.
- 7.To keep up to date with national and international initiatives and support the EHT and DH to lead them through the schools.



Through:

- Supporting staff in promoting outstanding classroom practice and high-quality learning.
- Supporting staff through informal and formal dialogue (Pupil Progress Meetings, attending relevant PPA and data analysis) to ensure every child achieves their full potential.
- Leading the school in establishing core values and beliefs through whole school assemblies and curriculum initiatives as appropriate.
- Supporting and collaborating with subject leaders in the development of all areas of the curriculum.
- Carrying out or delegating performance reviews for teaching and support staff, administrative staff and cleaning staff.
- Supporting staff to consistently roll out new initiatives from National guidelines and school-based decisions.
- Ensuring that the needs of vulnerable groups including PP, Traveller children, LAC are fully understood and catered for.

### **Leading and Managing Staff**

For each of the schools:

- 1.To lead, motivate, support, challenge and develop staff to secure improvement.
- 2.To work with teaching and support staff to deliver curriculum initiatives.
- 3.To ensure that effective working relationships are formed between staff and between staff and children.
- 4.To motivate and enable teachers to develop expertise in their respective roles through high quality continuing professional development.
- 5.To prevent and address racism and promote racial harmony.
- 6.To prevent and address other forms of intolerance (such as religious and gender based) and promote tolerance and harmony

### **Accountability**

For each of the schools:

- 1.To support the EHT and DH in providing information, advice and support to the Governing Body and to enable it to meet its responsibility for securing effective teaching and learning, and improved standards of achievement and value for money
- 2.To support the Executive Head Teacher in ensuring that parents and children are well-informed about the curriculum and targets for improvement.
- 3.To support the Executive Head Teacher in ensuring systems are in place for providing and safeguarding the welfare of the children and young persons within the school.

### **Associated Duties:**

- To contribute to the Executive Head Teacher's report to the Governing Body
- To monitor and evaluate progress of specific vulnerable groups within the school

### **Additional:**

- Each member of the Strategic Team will take responsibility for management and performance of specific year groups within the school. Parents will be encouraged to approach any of the Strategic Team, who will ensure the matter is dealt with by the appropriate person.
- Attendance at additional meetings e.g. GB committees, parents evenings, school events to be shared between Strategic Team members
- To teach at the direction of the Executive Headteacher
- To undertake any other reasonable duties as directed by the Headteacher



## **Specific Roles:**

### Deputy Designated Safeguarding Lead

- To take the position of Deputy Designated Safeguarding Lead for the schools

### EYFS Leader

- To provide leadership, direction and management to ensure sustained improvement of the Foundation Stage.
- To help lead the school in the policies and practices of continuous school improvement and staff development in relation to the Early Years Foundation Stage.
- Take overall responsibility for the quality and standards of teaching and learning across the Foundation Stage, this to include providing analysis and reports to the Senior Leadership Team, external advisors and governors/trustees as required.
- To keep up to date with current developments in teaching and learning and in school improvement in the Early Years Foundation Stage and to share this with staff.
- To help to formulate the aims and objectives of the Early Years Foundation Stage and policies for their implementation.
- To play a major role in the development of high quality teaching and learning in the Early Years Foundation Stage. This will include the monitoring of curriculum planning and the giving of feedback and advice as well as assisting and supporting colleagues with the planning and delivery of a differentiated curriculum.
- To lead the Early Years Foundation Stage team in the delivery of a creative and stimulating curriculum.
- To seek ways of sharing good practice in the Early Years Foundation Stage and to ensure dialogue about teaching and learning amongst school staff.
- To ensure that the requirements of the Early Years Foundation Stage including arrangements for assessment and moderation are met.
- To ensure appropriate support for individuals and groups of pupils based on assessment data.
- To actively develop relationships with parents and the wider community, including pre-schools and nurseries

### Vulnerable groups leader:

- In consultation with the Executive Headteacher lead the vision for the school
- Lead, manage and have strategic oversight of the implementation of school systems to support vulnerable learners including writing and implementing the PP strategy for the schools
- Ensure that communication of the schools' ethos and values are clearly disseminated through all school literature and the website regarding support for vulnerable learners
- Ensure that all staff uphold the school's ethos and values through their management of communication with pupils and parents
- Ensure school policies related to vulnerable groups are relevant and up to date and clearly understood
- Ensure school policies related to vulnerable groups are followed by all staff and that all staff are held accountable for their implementation and success
- Lead in the development of processes to enhance provision for vulnerable groups
- Network with local support groups related to vulnerable groups and disseminate information to colleagues where relevant
- Undertake self-evaluation of the support for vulnerable groups in order to contribute to school systems of monitoring, evaluation and review
- Be aware of and ensure that the school is meeting the 'good' and 'outstanding' criteria in the Ofsted Evaluation Schedule
- Lead on strategies for addressing issues associated with attendance, absence and persistent absence including data analysis, meetings with external agencies, parents and staff, communicating with stakeholders and ensuring our schools are comparing our performance to national performance.

- Work closely with SENDCO to ensure that all staff adapt practices to cater for the needs of all children including vulnerable groups such as Traveller, LAC, Pupil Premium children.
- Work with our wellbeing team to ensure wellbeing tracker influences support for children as necessary.

#### Educational Visits Co-ordinator:

- Ensure all visits are planned and risk assessed in accordance with regulations
- Offer training and support to staff
- Attend regular training and disseminate information
- Ensure all paperwork is completed, signed, submitted for approval and adheres to regulations

#### Collective Worship/RSHE/PSHE Co-ordinator:

- Lead, manage and have strategic oversight of the implementation of the school systems
- Ensure that communication of the schools' ethos and values are clearly disseminated through all school literature including the website
- Ensure that all staff uphold the schools' ethos and values through their management of communication with pupils and parents
- Ensure school policies related to collective worship, RSHE and PSHE are relevant and up to date and clearly understood
- Ensure school policies related to collective worship, RSHE and PSHE are followed by all staff and that all staff are held accountable for their implementation and success
- Be aware of and ensure that the schools are meeting the 'good' and 'outstanding' criteria in the Ofsted Evaluation Schedule.

#### General

- You may be required to provide cover/work in any of the employer's academies for temporary periods.
- Any other duties and responsibilities within the range of the salary grade and at the request of the Executive Team.
- Carry out the duties of the post with due regard to the Trust's equal opportunities policy, safeguarding, data protection, finance and health and safety procedures
- To be accountable for promoting and safeguarding the welfare of students responsible for, or who in contact with.

#### Professional

In addition to candidate's ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:

- Motivation to work with children and young people;
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people;
- Emotional resilience in working with challenging behaviours; and Attitudes to use of authority and maintaining discipline.

#### Safeguarding

Staff are accountable for the way in which they exercise authority, manage risk, use resources and protect students, who they are responsible for or in contact with, from discrimination and avoidable harm. All staff, where paid or voluntary, have a duty to keep young people safe and to protect them from harm. When an individual accepts a role that involves working with children and young people they need to understand acknowledge that the responsibilities and trust are inherent to that role. There will be a requirement that staff observe their obligations in accordance with the Trust's safeguarding procedure and report any concerns in accordance with the procedure to the appropriate person.



## Rehabilitation of Offenders Act 1974

This job is exempt from the provisions of the Rehabilitation of Offenders Act 1974. Appointment to this job is subject to an enhanced DBS disclosure being obtained, and any relevant convictions, cautions and reprimands being considered. Any convictions, cautions or reprimands of relevance, obtained by the post holder after enhanced DBS clearance has been acquired, must be disclosed by the post holder. Failure by the post holder to do so, or the obtaining by the post holder of a relevant conviction, caution or reprimand, may be managed in accordance with the Trust's disciplinary procedure.

## Health and Safety

The post holder is required to exercise their duty of care by taking responsibility for their own health and safety, and the health and safety of other people who may be affected by their acts or omissions (failure to act). Full guidance regarding health and safety is set out in the Trust's Health and Safety Policy, and in any risk assessments relevant to the post holder's role or circumstances which must be observed.

## Confidentiality and Data Protection

The post holder is expected to comply with the provisions of the Data Protection Act 2018. Any information they have access to, or are responsible for, must be managed appropriately and any requirements for confidentiality and security observed. Information must not be disclosed to any person or Authority, for example a parent or the Police, without observing the correct procedure for disclosure as set out in the Trust's Data Protection Policy.

## Equality and Diversity

The Trust is committed to equality and values diversity. As such the Academy is committed to fulfilling its Equality Duty obligations, and expects all staff and volunteers to share this commitment. The Duty requires the Academy to have due regard to the need to eliminate unlawful discrimination, harassment and victimisation, advance equality of opportunity and foster good relations between people who share characteristics, such as age, gender, race and faith, and people who do not share them. Staff and volunteers are required to treat all people they come into contact with, with dignity and respect, and are entitled to expect this in return.

## Training

The Trust has a shared responsibility with the post holder for identifying and satisfying training and development needs. The post holder is expected to actively contribute to their own continuous professional development, and to attend and participate in any training or development activities required to assist them in undertaking their role and meeting their safeguarding and general obligations.

This job description may be subject to review and/ or amendment at any time to reflect the requirements of the job. Any amendments will be made in consultation with any existing post holder and will be commensurate with the grade for the job. The post holder is expected to comply with any reasonable management requests.

Copies of all relevant policies are available through the post holder's line manager and the Trust HR team.

# Assistant Headteacher



## Person Specification

A = Application I = Interview

Attributes	Essential	Assessment	Desirable	Assessment
Education	<ul style="list-style-type: none"> <li>• Qualified teacher status.</li> <li>• Degree</li> </ul>	<p>A</p> <p>A/I</p>	<ul style="list-style-type: none"> <li>• Post Graduate Qualifications.</li> <li>• Willingness to or undertaken leadership qualifications/CPD</li> <li>• Holds NPQML or NPQSL qualifications</li> </ul>	<p>A</p> <p>I</p> <p>A</p>
Professional Development	<ul style="list-style-type: none"> <li>• Evidence of sustained participation in CPD to develop professional skills, knowledge and understanding.</li> <li>• Experience of leading initiatives across the whole school</li> </ul>	<p>A</p> <p>A</p>	<ul style="list-style-type: none"> <li>• Participation in work with other schools</li> </ul>	<p>A</p>
Teaching	<ul style="list-style-type: none"> <li>• At least 5 years classroom teaching experience</li> <li>• A passion and enthusiasm for improving learning and teaching.</li> <li>• A proven ability to generate outstanding outcomes</li> <li>• Experience of using class data to impact upon pupil progress</li> <li>• Ability to plan and differentiate work appropriately for all children.</li> <li>• A clear understanding of the use of assessment to target planning and interventions for all children.</li> </ul>	<p>A</p> <p>A/I</p> <p>A/I</p> <p>A</p> <p>I</p> <p>A/I</p>	<ul style="list-style-type: none"> <li>• Experience of supporting classes/ groups across the primary age phase</li> <li>• Experience of Lesson Observation and giving feedback</li> </ul>	<p>A/I</p> <p>A/I</p>



# Assistant Headteacher



## Person Specification

A = Application I = Interview

Attributes	Essential	Assessment	Desirable	Assessment
Management Responsibility	<ul style="list-style-type: none"> <li>Knowledge of data and assessment analysis</li> <li>Experience of creating subject development plans</li> <li>To have experience of training colleagues and evidence that this has led to improved practice.</li> </ul>	<p>A/I</p> <p>A/I</p>	<ul style="list-style-type: none"> <li>Previous experience as a member of a Senior Leadership Team</li> <li>Experience of managing, coordinating, mentoring and coaching other staff</li> <li>Experience of holding staff to account for performance</li> <li>Experience of implementing policies across a team</li> <li>Experience of pastoral leadership</li> <li>Experience of leading EYFS</li> </ul>	<p>A</p> <p>A/I</p> <p>A</p> <p>A</p> <p>A</p>
Resources	<ul style="list-style-type: none"> <li>Experience of managing classroom resources and areas</li> <li>Awareness of handling a budget area</li> </ul>	<p>A/I</p> <p>A/I</p>	<ul style="list-style-type: none"> <li>Experience of being involved in budget setting and handling at subject/year group level</li> </ul>	<p>A</p>
National Framework	<ul style="list-style-type: none"> <li>To have a good knowledge of current educational developments in particular those relating to Inclusion and SEND</li> <li>Knowledge of the Education Acts and other relevant legislation including equal opportunities, health &amp; safety, SEN and child protection.</li> <li>Knowledge of the National Curriculum &amp; EYFS curriculum including assessment, recording and reporting</li> </ul>	<p>A/I</p> <p>A/I</p>	<ul style="list-style-type: none"> <li>Experience of Ofsted inspection and follow up.</li> </ul>	<p>A</p>

# Assistant Headteacher



## Person Specification

A = Application I = Interview

Attributes	Essential	Assessment	Desirable	Assessment
Teaching and Learning	<ul style="list-style-type: none"> <li>• Practical understanding of effective teaching, learning and classroom management strategies.</li> <li>• Knowledge and understanding of SML to effectively support progress.</li> <li>• To have a knowledge of the barriers to learning for vulnerable groups</li> <li>• To have experience and success of teaching and supporting pupils with a variety of learning needs and tracking their progress through school based assessment systems</li> </ul>	<p>A/I</p> <p>A/I</p> <p>A/I</p> <p>A/I</p>	<ul style="list-style-type: none"> <li>• Experience of monitoring and evaluating learning and teaching</li> <li>• Experience of creating policies</li> </ul>	<p>I</p> <p>A</p>
Vulnerable Learners	<ul style="list-style-type: none"> <li>• Experience of working with outside agencies</li> </ul>	<p>I</p> <p>I</p>	<ul style="list-style-type: none"> <li>• Experience and detailed understanding of working with children with a range of learning needs.</li> <li>• To have experience of managing special needs provision in school</li> <li>• Knowledge of the SEN Code of Practice and legislative changes</li> </ul>	<p>A</p> <p>A</p> <p>A</p>
Safeguarding	<ul style="list-style-type: none"> <li>• An awareness of child protection procedures</li> <li>• To have a commitment to the safeguarding and welfare of all pupils.</li> </ul>	<p>A/I</p> <p>I</p>		



# Assistant Headteacher



## Person Specification

A = Application I = Interview

Attributes	Essential	Assessment	Desirable	Assessment
Parents and Community	<ul style="list-style-type: none"> <li>Understanding of the role which can be played by parents and the community in supporting the school.</li> <li>To be able to work professionally and sensitively with parents/carers and other agencies</li> </ul>	<p>I</p> <p>I</p>	<ul style="list-style-type: none"> <li>Experience of working directly with parents to raise standards and involvement.</li> </ul>	A/I
Governance	<ul style="list-style-type: none"> <li>Knowledge of the role of governors in supporting school improvement.</li> </ul>	I	<ul style="list-style-type: none"> <li>First hand experience of working with Governors</li> </ul>	I
Leadership	<ul style="list-style-type: none"> <li>Promote the school's aims positively and use effective strategies to monitor motivation and morale</li> <li>To have the ability to critically and objectively monitor and evaluate quality of provision in order to ensure best outcomes for learners.</li> </ul>	<p>I</p> <p>I</p>		
Relationships	<ul style="list-style-type: none"> <li>Able to establish and develop good relationships with all involved in the school.</li> <li>Ability to enthuse and motivate others.</li> </ul>	<p>I</p> <p>I</p> <p>I</p>		

# Assistant Headteacher



## Person Specification

A = Application I = Interview

Attributes	Essential	Assessment	Desirable	Assessment
Interpersonal and communication skills	<ul style="list-style-type: none"> <li>• Calm and positive approach.</li> <li>• Ability to show empathy, patience and a nurturing approach with pupils</li> <li>• Ability to communicate effectively orally and in writing to a variety of audiences</li> <li>• Able to use Microsoft Office efficiently.</li> </ul>	<p>I</p> <p>A/I</p> <p>A/I</p>		
Education and Philosophy	<ul style="list-style-type: none"> <li>• A positive and energetic attitude.</li> <li>• A desire to strive for excellence</li> <li>• A belief in their approach to education</li> <li>• To have a commitment to promoting inclusive strategies.</li> </ul>	<p>I</p> <p>I</p> <p>I</p> <p>I</p>		
Equal Opportunities	<ul style="list-style-type: none"> <li>• Commitment to equality of opportunity.</li> <li>• Commitment to showing respect, acceptance and tolerance for others</li> </ul>	<p>I</p> <p>I</p>	<ul style="list-style-type: none"> <li>• Understanding the need to promote positive role models.</li> </ul>	<p>I</p>



# Contact us



1 Visit us Havelock Schools  
Havelock Street,  
Desborough  
Northamptonshire,  
NN14 2LU

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2 Call us Infants : 01536 760486  
Juniors : 01536 760361

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