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## Federation of Cherry Oak School, Victoria School and Victoria College

## Assistant Headteacher – Victoria School

## Person Specification

**To carry out their responsibilities effectively, Assistant Headteacher’s need specific professional knowledge and an understanding of a range of leadership, management and personnel skills. These are applied across the seven key areas of responsibility set out in the Assistant Headteacher’s role profile.**

Assessment Method Key: *A: Application Form; C: Certificate; I: Interview/assessment activities; R: Reference and other employment checks*

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| Qualification and experience requirements |
| Essential | Assessment Method | Desirable | Assessment Method |
| * Qualified Teacher Status * Middle Management or above experience * Evidence of regular and appropriate professional development * Secondary aged special school experience | * C * A * A/C * A/I | * Ofsted inspection process * Experience of working in FE/College settings * Middle or Senior Leadership training e.g. NPQML/SL | * A/I * A/I * A/C |
| The Assistant Headteacher should be able to demonstrate their experience, knowledge and understanding of: | | | |
| Shaping the future |
| Essential | Assessment Method | Desirable | Assessment Method |
| * Communicating and implementing a shared vision * School Improvement and self-evaluation processes * Action planning and policy development * Leading change, creativity and innovation and its impact on organisations and individuals * Leading either teams or subject areas | * A/R * A/I * A/R * I/R * A/R | * Effective management of school resources, including budgets | * A |
| Leading teaching and learning |
| Essential | Assessment Method | Desirable | Assessment Method |
| * Outstanding classroom practitioner * Monitoring & evaluating teaching and learning * Ensuring personalised approaches to teaching & learning * Ensuring the very best outcomes for learners * Planning and delivering CPD * Models of teaching and learning for pupils with SEN * Principals of effective teaching and assessment for learning | * A/R * I * A/R * A/I * A * I * A/I | * Improving the quality of teaching and learning in others * Leading on Secondary assessments and exams; including Entry Level accreditation | * A/I * A |
| Developing self and others |
| Essential | Assessment Method | Desirable | Assessment Method |
| * Strategies to promote self and team development * Models of continuing professional development * Coaching and mentoring skills * Reflective practice ensuring a culture of continuous improvement | * A/I * I/R * A/C * A | * Being part of recruitment and selection of staff * Reviewing the performance of other staff * Reporting to Governors on key leadership areas | * R * A/R * I |
| Managing the organisation |
| Essential | Assessment Method | Desirable | Assessment Method |
| * Securing affiliation with colleagues * Demonstrating excellent communication and presentation skills * Supporting, motivating and inspiring colleagues by leading by example * Managing own workload whilst supporting the wider needs of the school * Managing challenge effectively * Strategies of school improvement * Policy creation through consultation and review * Ensuring consistency of approach when working with all stakeholders | * I/R * I/R * A/I * A/I * I * A/I * A * I | * Managing difficult conversations | * A/I/R |
| Securing accountability |
| Essential | Assessment Method | Desirable | Assessment Method |
| * Principles and practice of quality assurance systems, including school review, self-evaluation and performance management * Statutory education frameworks * The use of a range of tools and methods to support, monitor, evaluate and improve aspects of school life * Networking effectively in order to secure a range of resources and opportunities for schools | * A/I/R * A/I * A/I * A | * Experience of positive change management | * I |
| Strengthening community |
| Essential | Assessment Method | Desirable | Assessment Method |
| * Quickly developing effective relationships and gaining trust of all stakeholders * Establishing links for extending learning with the wider community * Strategies to encourage parents and carers to engage with the school and their child’s learning * Building an inclusive community here everyone is valued * Leading the work with other agencies and professionals to secure positive outcomes | * A/I * I * A/I * I/R * A/I | * Demonstrated ability to build relationships between the school, its community, training organisations and businesses * Knowledge of preparing for adulthood and its importance | * A/I * A |
| Safeguarding and promoting the welfare of students |
| Essential | Assessment Method | Desirable | Assessment Method |
| * Knowledge of current national and local safeguarding guidance * Ability to develop and maintain a safe and supportive school culture * Experience delivering practices that promote a culture of safeguarding and child protection | * A/I * A/I * A | * Current DSL qualification * Knowledge of adult safeguarding guidance | * C * A |