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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*

|  |
| --- |
| 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
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