

# Lincoln Christ's Hospital School

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## Person Specification for Assistant Headteacher: Attendance and Punctuality

**Note:** Candidates failing to meet any of the essential criteria will automatically be excluded.

This person specification outlines the qualifications, experience, knowledge, skills and personal qualities required for the role of Assistant Headteacher for Attendance and Punctuality. Each criterion is marked as either:

- **Essential (E)** – must be met for the candidate to be considered for the role
- **Desirable (D)** – would be advantageous but not essential

The assessment methods column indicates how each criterion will be assessed:

- **A** = Application form
- **I** = Interview
- **R** = References
- **T** = Task/presentation

## Qualifications and Professional Status

Criteria	Essential/ Desirable	Assessment Method
Qualified Teacher Status (QTS) or equivalent	E	A
Degree or equivalent qualification	E	A
Evidence of recent and relevant continuing professional development at senior leadership level	E	A, I
National Professional Qualification for Senior Leadership (NPQSL) or equivalent	D	A
Designated Safeguarding Lead (DSL) training or willingness to complete before taking up post	E	A, I

## Experience

Criteria	Essential/ Desirable	Assessment Method
Substantial successful teaching experience in a secondary school	E	A, R
Proven experience in a middle or senior leadership role	E	A, I, R
Demonstrable impact in improving attendance and reducing persistent absence	E	A, I, T
Leading or contributing to successful attendance interventions for vulnerable pupils	E	A, I
Experience of working with external agencies and parents	E	A, I
Experience of leading whole-school CPL/training	D	A, I, T

## **Skills, Knowledge and Understanding**

<b>Safeguarding and Child Protection</b>		
<b>Criteria</b>	<b>Essential/ Desirable</b>	<b>Assessment Method</b>
Comprehensive knowledge of current safeguarding legislation and statutory guidance, particularly Keeping Children Safe in Education (KCSIE)	E	A, I
Understanding of safeguarding culture and procedures (recording/reporting, professional boundaries)	E	I
Knowledge of multi-agency safeguarding arrangements and how to work effectively with external agencies	E	I
Understanding of the specific safeguarding needs of vulnerable groups, including children with SEND, Children in Care, and previously looked after children	E	I
Knowledge of online safety and how to keep children safe in the digital environment	E	I
Understanding of child-on-child abuse, including sexual violence and harassment	E	I
Knowledge of the Prevent duty and how to identify and respond to radicalisation concerns	E	I

<b>Educational and Strategic Leadership and Management</b>		
<b>Criteria</b>	<b>Essential/ Desirable</b>	<b>Assessment Method</b>
Strong knowledge of effective teaching and learning, including adaptive teaching	E	I, T
Knowledge of effective assessment, tracking and intervention strategies	E	I, T
Understanding of how to use data to drive school improvement	E	I, T
Understanding of curriculum implementation and how to evaluate its impact on learning and outcomes	E	I
Understanding of the Teachers' Standards and how to assess performance against them	E	I
Knowledge of effective performance management processes	E	I
Understanding of school self-evaluation and inspection frameworks	E	I, T
Understanding of inclusion and SEND practice in a mainstream secondary setting	E	I, T
Knowledge of literacy expectations (including writing accuracy) and how to improve literacy across the curriculum	E	I, T
Demonstrable ability to lead, motivate, and develop teams	E	A, I, R
Proven track record of successfully implementing change and driving improvement	E	A, I, T
Experience of working strategically and advising senior leaders/governors	D	A, I

<b>Pastoral Care and Student Development</b>		
<b>Criteria</b>	<b>Essential/ Desirable</b>	<b>Assessment Method</b>
Understanding of effective pastoral care systems and structures	E	I
Knowledge of behaviour management strategies and creating positive school culture	E	I
Understanding of SMSC (Spiritual, Moral, Social and Cultural) development	E	I
Knowledge of statutory requirements for Relationships and Sex Education (RSE), including the requirement for annual policy review and parent consultation	E	I
Understanding of careers guidance and preparation for adulthood	E	I

<b>Attendance</b>		
<b>Criteria</b>	<b>Essential/ Desirable</b>	<b>Assessment Method</b>
In-depth knowledge of attendance legislation, DfE guidance, and safeguarding requirements	E	A, I, T
Advanced data analysis skills, including use of attendance management systems	E	A, I, T
Strong understanding of behaviour management and pastoral care systems	E	A, I
Ability to design and deliver high-quality staff training (CPL)	E	A, I, T
Knowledge of effective intervention strategies for improving attendance	E	A, I, T

<b>Community Engagement, Communication and Stakeholder Engagement</b>		
<b>Criteria</b>	<b>Essential/ Desirable</b>	<b>Assessment Method</b>
Excellent communication and interpersonal skills, including negotiation and influence	E	A, I, T
Understanding of effective strategies for parental engagement	E	I
Proven ability to engage parents and external agencies to improve pupil outcomes	E	A, I
Knowledge of how to build productive relationships with the wider community	E	I
Understanding of the importance of stakeholder engagement in school improvement	E	I
Experience of reporting to and working with governors	D	A, I

## **Skills and Abilities**

<b>Leadership and Management Skills</b>		
<b>Criteria</b>	<b>Essential/ Desirable</b>	<b>Assessment Method</b>
Ability to provide clear strategic direction and inspire others to work towards a shared vision	E	I, T, R
Excellent communication skills, both written and oral, with ability to communicate effectively with diverse audiences	E	A, I, T, R
Strong interpersonal skills with the ability to build positive relationships with students, staff, parents and external partners	E	I, R
Ability to lead, motivate and develop staff at all levels	E	I, T, R
Ability to make difficult decisions and manage challenging situations with sensitivity and professionalism	E	I
Ability to deputise for the headteacher and act with appropriate authority	E	I
Strong organisational and time management skills with ability to prioritise effectively	E	I, R
Ability to work under pressure and meet deadlines	E	I, R
Ability to delegate effectively and hold others to account	E	I, R

<b>Safeguarding Skills</b>		
<b>Criteria</b>	<b>Essential/ Desirable</b>	<b>Assessment Method</b>
Ability to identify safeguarding concerns and take appropriate action	E	I
Ability to manage sensitive and confidential information appropriately	E	I, R
Ability to work effectively with multi-agency partners	E	I, R
Ability to support and advise staff on safeguarding matters	E	I
Ability to maintain accurate and secure safeguarding records	E	I

<b>Teaching and Learning Skills</b>		
<b>Criteria</b>	<b>Essential/ Desirable</b>	<b>Assessment Method</b>
Ability to monitor and evaluate the quality of teaching and learning	E	I, T
Ability to provide constructive feedback that improves practice	E	I, R
Ability to coach and mentor staff to improve their performance	E	I, R
Ability to model excellent practice	E	I, R
Ability to analyse data and use it to inform improvement strategies	E	I, T

<b>Strategic and Operational Skills</b>		
<b>Criteria</b>	<b>Essential/ Desirable</b>	<b>Assessment Method</b>
Ability to contribute to strategic planning and school development	E	I, T
Ability to manage budgets and resources effectively	E	I
Ability to develop, implement and monitor policies	E	I, T
Ability to lead and manage change effectively	E	I, T
Ability to evaluate impact and adapt approaches accordingly	E	I, T

<b>ICT Skills</b>		
<b>Criteria</b>	<b>Essential/ Desirable</b>	<b>Assessment Method</b>
Competent user of ICT, including management information systems	E	I
Understanding of online safety and digital safeguarding	E	I
Ability to use technology to enhance learning and improve efficiency	D	I

### **Personal Qualities and Attributes**

<b>Criteria</b>	<b>Essential/ Desirable</b>	<b>Assessment Method</b>
Commitment to comprehensive education and the highest aspirations for all students	E	A, I, R
Commitment to safeguarding and promoting the welfare of children and young people	E	A, I, R
High standards of professional ethics and behaviour, maintaining public trust in the teaching profession	E	A, I, R
Commitment to equality, diversity and inclusion	E	A, I, R
Resilience, emotional intelligence and ability to remain calm under pressure	E	I, R
Energy, enthusiasm and stamina	E	I, R
Reflective practitioner with commitment to continuous professional development	E	I, R
Integrity, honesty and transparency	E	I, R
Approachable, empathetic and able to build trust	E	I, R
Solution-focused with a positive, can-do attitude	E	I, R
Commitment to collaborative working and team building	E	I, R
Ability to inspire confidence in students, staff, parents and governors	E	I, R
Commitment to promoting staff wellbeing and managing workload effectively	E	I
Sense of humour and ability to maintain perspective	D	I, R

**Additional Requirements and/or Specific to Lincoln Christ's Hospital School**

<b>Criteria</b>	<b>Essential/ Desirable</b>	<b>Assessment Method</b>
Understanding of and commitment to the school's vision and values	E	A, I
Commitment to upholding the school's ethos, values and policies	E	A, I
Understanding of the local context and community	D	I
Commitment to working in partnership with parents and the wider community	E	I
Enthusiasm for the #LCHSPROUD rewards strategy and values-based approach	E	I
Willingness to undertake DSL training and refresher training every two years	E	I
Flexibility to work outside normal school hours when required, including attendance at evening events and occasional weekends	E	I