

**Person Specification
Assistant Headteacher**

	Essential
Qualifications	<ul style="list-style-type: none"> • QTS • Degree/PGCE or equivalent. • Evidence of active involvement in recent and relevant CPD
Knowledge and experience	Essential
	<ul style="list-style-type: none"> • Good understanding of curriculum and pedagogical issues related to extending pupil performance • Sound knowledge of planning, assessment and record keeping and their integral relationships to pupil progress, teaching and learning. • Curriculum expertise in one or more areas and experience of co-ordinating a curriculum area throughout the school. • A sound knowledge of the National Curriculum requirements. • Successful experience of positive behaviour management for groups and individuals. • Experience of working effectively with all families. • Experience of working with other partners e.g. Local Authority. • Experience of successfully leading and managing whole school initiatives. • Experience of leading appraisal and of coaching/mentoring and supporting colleagues. • Clear understanding of current educational issues and major initiatives, which have implications for primary schools.
	Desirable
	<ul style="list-style-type: none"> • Experience/knowledge of working with a school governing body or governors' sub –committee • Experience in managing resources and/or budgets. • Good understanding of the principles behind school improvement, including school improvement planning, monitoring, review and evaluation of progress.
Professional skills	Essential
	<ul style="list-style-type: none"> • An excellent classroom practitioner. • Experience of observing and evaluating the quality of teaching and learning. • An excellent understanding of the curriculum and pedagogical issues relating to learning and teaching, including the latest inspection and research findings.

	<ul style="list-style-type: none"> • Ability to advise, motivate and lead teams and a proven ability in holding relevant staff to account and measuring progress. • Proven experience of school development planning and writing effective action plans
	Desirable
	<ul style="list-style-type: none"> • Must have a sound understanding of the skills and attributes involved in effective leadership • Ability to understand, analyse, interpret and act upon statistics and other data •
	Essential
Professional ethos and commitment	<ul style="list-style-type: none"> • Commitment to a child-centred approach to teaching and learning. • Commitment to developing thinking across the school, where children learn through making mistakes • Promotion of self-reflection amongst oneself and others as a strategy for self and school improvement • Commitment to equal opportunities and inclusion both in principle and practice. • High expectations for self and others and a strong commitment to raising achievement. • Commitment to promote partnership with parents/carers and the wider community • High expectations of pupil behaviour and strategies to meet the personalised learning and emotional needs of every child. • Evidence of continued personal, professional development and ambition to develop further as a leader. • Willingness to be involved in out of school and after school activities.
	Essential
Personal qualities	<ul style="list-style-type: none"> • Approachable with excellent interpersonal skills • Ability to lead, negotiate, motivate and challenge • High standards of presentation • Ability to promote and develop positive relationships within and beyond school. • Ability to set and work to deadlines • Resilient, positive and retains a sense of humour. • Has a positive attitude to change and challenge • Prepared to take calculated risks • Proven track record of achieving targets and seeing projects through to completion • Flexible and willing to adapt as necessary • Confidence, clarity and decisiveness.