

Person Specification

Assistant Headteacher

Measurements: A=Application, I= Interview
E- Essential D-Desired

Training and Qualifications

Degree or Equivalent	A	E
DfE recognised qualified teacher status/Qualified Teacher Learning and Skills.	A	E
Evidence of participation in recent relevant Continuing Professional Development relevant to a strategic leadership post. E.g. NPQ in progress, Masters in relevant area of Study	A	D

Experience

Significant recent and relevant experience as a substantive Assistant Headteacher or middle leader covering the areas in this role.	A	E
Successful and proven track record of leading a whole school area with a demonstrable impact on school improvement	A,I	E
Experience of line management and holding others to account with demonstrable positive impact	A,I	E
Experience of analysing and interpreting assessment data to ensure effective pupil progress, raise standards and achieve outstanding pupil outcomes.	A, I,	E
Designated Safeguarding Lead	A, I	D
Experience of supporting all aspects of inclusion to successfully meet the needs of pupils with complex special educational, social and emotional needs.	A,I	E
Successful development of colleagues in managing behaviour inside and outside of the classroom	A, I	D
Experience of effectively working with others including other schools	A, I	D

Knowledge

A clear understanding of what constitutes positive behaviour and strategies to embed it in an Alternative Provision setting	A,I	E
Knowledge of using restorative justice and trauma informed behaviour management	A, I	D
Knowledge of whole school quality assurance and accountability	A,I	E
An understanding of a range of special needs, especially SEMH, ASD, ADHD and SpLD.	A, I	E

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Up-to-date knowledge of safeguarding curriculum for young people with SEMH.	A, I	E
An understanding of disadvantage and difficult settings.	A, I	E
A wide and current knowledge of innovations in behaviour management	A, I	E
A wide and current knowledge of safeguarding legislation and best practice	A, I	E
Coaching and mentoring systems	A, I	D
Knowledge of the Ofsted's Education Inspection Framework, The Safeguarding Legislation and Behaviour Intervention Strategies	A, I	E

Skills and Abilities

A track record of being a good and outstanding classroom practitioner with the ability to model teaching and learning across the school.	A, I,	E
Can explore the core principles of effective management and intervention strategies of behaviour and attendance	A, I,	E
Excellent interpersonal and communication skills, and the ability to form strong relationships with staff, pupils and all stakeholder groups	A, I	E
Ability to lead and manage people and lead meetings in the consortium	A, I	E
Ability to self-evaluate and evaluate systems and act upon findings	A, I	E

Personal Aptitudes

Personal and professional resilience in the face of challenging situations.	A, I	E
Strong personal motivation and drive.	I	E
Self-motivated, productive, diligent and thorough.	A, I	E
Commitment to an open, collaborative style of management.	I	E
Desire to fill the role of lead professional in developing classroom practice around behaviour and safeguarding.	I	E
Concern for the development of colleagues and members of the wider school community.	I	E
Commitment to own personal and professional development and that of all staff.	A, I	E
Convinced of the transformative nature of excellent education.	A, I	E
Empathy with the needs of children.	A, I	E
Commitment to the safeguarding of vulnerable young people.	I	E

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A personal commitment to promoting inclusion, diversity and access.	A,I	E
Excellent communication skills in a variety of media to a range of audiences including students, parents/carers, colleagues, external agencies and the wider school community.	A,I	E
A commitment to the vision of Rowhill School.	A,I	E