



PERSON SPECIFICATION

Assistant Head Teacher: Behaviour

| Appointment Criteria | | Essential / Desirable | Measurement |
|----------------------|---|-----------------------|-------------|
| 1. | Qualifications | | |
| 1.1 | Qualified Teacher status | E | 2,3 |
| 1.2 | Evidence of commitment to further professional development | E | 2,3,4 |
| 1.3 | Further qualification in a related area. | E | 2,3 |
| 2. | Experience | | |
| 2.1 | Leading and making a major contribution to successful and effective change management at a whole school level | E | 2,4 |
| 2.2 | Successful recent experience in the leadership and management of a curriculum or pastoral team | E | 2,3,4 |
| 2.3 | Successful teaching experience at secondary level | E | 2,3,4 |
| 2.4 | Successful implementation of strategies for raising student engagement and improving the behaviour of students with complex needs | E | 2,3,4 |
| 2.5 | Working in a multi-cultural school/college | D | 2,3,4 |
| 2.6 | Working successfully with members of your school's local community | E | 2,4 |
| 2.7 | Preparing and/or contributing to whole school reports, analysis, policies and procedures | E | 2,4 |
| 2.8 | Implementing and managing successful behaviour management and care, guidance and support strategies and systems | D | 2,3,4 |
| 2.9 | Working with outside agencies and key stakeholders to improve the behavior of students with complex needs | D | 2,3,4 |
| 2.10 | Liaising with other agencies to support students and staff | E | 2, 3, 4 |
| | | E | 2, 3, 4 |
| 3. | Knowledge and Understanding | | |
| 3.1 | The use of comparative data to establish benchmarks and set targets for improvement | E | 2,3,4 |
| 3.2 | Strategies to promote high levels of achievement and engagement in students of all abilities and aptitudes | E | 2,3,4 |
| 3.3 | The College's role in the community including an understanding of religious and cultural diversity | D | 2,4 |
| 3.4 | How to promote and implement the principles of inclusion and equal opportunities for staff and students so that all are equally valued | E | 2,4 |
| 3.5 | Statutory requirements regarding equality and safeguarding, and accountability for safeguarding and promoting the welfare of children and young people | E | 2,4 |
| 3.6 | Statutory requirements related to behaviour, e.g. exclusions, alternative provision, Local Authority reporting | E | 2,3,4 |
| 3.7 | Latest OFSTED framework | E | 2,3,4 |
| 3.8 | Effective self-review procedures and documentation | D | 2,4 |
| 3.9 | How effective mentoring programmes can engage and improve student behaviour | D | 2,4 |
| 3.10 | Local and National behaviour trends and developments and an understanding about how these might impact pastoral provision and/or the behaviours of students | E | 2,3,4 |

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| 3.11 | The behaviour PSP process | D | 2,4 |
| 3.12 | Targeted interventions for improving the behavior and engagement of students with complex needs | E | 2,3, 4 |
| 3.13 | Able to plan and monitor budgets. | D | 2,3,4 |
| 4. | Leadership Skills | | |
| 4.1 | Able to lead and manage people to work as individuals and as a member of a team in a way that inspires and maintains motivation and morale | E | 3,4 |
| 4.2 | Able to work and contribute extremely effectively as a member of a Leadership Team | E | 4 |
| 4.3 | Able to plan strategically to support and implement the vision of the College | E | 2,4 |
| 4.4 | Able to show drive and initiative. | E | 2,4 |
| 5. | Communication Skills | | |
| 5.1 | Able to take into account the views of others and to negotiate and consult effectively | E | 2,3,4 |
| 5.2 | Able to communicate highly effectively to a range of audiences including students, parents, governors and the wider community | E | 2,4 |
| 5.3 | Able to deal sensitively with people and to resolve conflicts. | E | 3,4 |
| 6. | Self-Management Skills | | |
| 6.1 | Able to plan and organise work effectively. This will include an ability to: <ul style="list-style-type: none"> • Prioritise and manage time • Work under pressure • Be self-motivating and set challenging personal goals. | E | 4 |
| 7. | College Ethos | | |
| 7.1 | Able to promote and develop the College as a highly successful, caring and inclusive centre of learning | E | 3,4 |
| 7.2 | Able to support a climate of mutual respect and achievement | E | 3,4 |
| 7.3 | Able to encourage the involvement and contribution of parents/carers in the education of their children. | E | 3,4 |
| 8. | Personal Attributes | | |
| 8.1 | Reliability and integrity | E | 4 |
| 8.2 | Adaptability to changing circumstances and ideas | E | 3,4 |
| 8.3 | Energy and enthusiasm | E | 4 |
| 8.4 | Imagination and creativity | E | 4 |
| 8.5 | Forward thinking | E | 2,4 |
| 8.6 | Resilient | E | 3,4 |

Measurement: 2 – Written application
3 – Documentary evidence
4 – Interview / Assessment.