

**Assistant Headteacher  
Designated Safeguarding Lead  
Behaviour, Attitudes and Safety Lead and Progress Lead  
Person Specification**

Elements required to undertake the job are provided under specific headings.

Each element is essential or desirable as indicated by an E or D in the E/D column.

The final column indicates how the element will be assessed: A= Application      I= Interview      T=Task   R= Reference

When completing your application letter, please ensure you demonstrate through evidence, how you meet the criteria.

<b>A</b>	<b>Professional Training and Qualifications</b>		
A1	Qualified Teacher Status (QTS)	E	A
A2	Degree or equivalent	E	A
A3	Relevant professional development in preparation for leadership e.g. NPQML, NPQSL	D	A
A4	Current safeguarding training.	E	A
A5	Further relevant professional and/or academic study and evidence of CPD.	E	A/I/T
A6	First aid certificate	D	A

<b>B</b>	<b>Experience</b>		
B1	Substantial experience as a teacher with secure judgements of good and outstanding teaching and the ability to model this for others and support others to improve	E	A/R
B2	Successful experience of working with pupils who have SEND and more able pupils	E	A
	Successful experience of working with vulnerable pupils	E	A
B3	Experience of building positive professional relationships with people at all levels within a school including pupils from EYFS to Y6	E	A/R
B4	Experience of successful leadership and management within a school or other educational setting including target setting and monitoring	D	A/R/I
B5	Successful leadership and management of professional development	D	A/R
B6	Involvement in school self-evaluation and development planning	D	A/R
B7	Experience of effectively using data, assessment and target setting to raise standards	E	A/R/I
B8	Experience of analysing data.	E	A/T/I
B9	Experience of managing a budget	D	A/R
B10	Experience of working with external agencies	D	A/I
B11	Experience of excellent and positive behaviour management with positive outcomes	E	A
B12	Recent experience as part of a safeguarding team.	D	A/R

<b>C</b>	<b>Professional Knowledge, Skills and Understanding</b>		
C1	Is able to lead change listening to, reflect and act on community and stakeholder feedback	E	A/R/T
C2	Has a clear understanding of Barlow's values, vision and aims and how they provide the context for school improvement	E	A/T/I
C3	Ability to provide professional leadership and management of a staff team and contribute to the work of other teams to secure high quality teaching, effective use of resources and improved standards of learning and achievement for all pupils across the school	E	A/R/I
C4	Understanding of school finances and budget planning	D	A/T/I/R
C5	Knowledge of the EYFS curriculum and National Curriculum for KS1 and KS2	E	A/T/I
C6	Ability to interpret data and monitoring information to plan and lead improvements	E	A/R
C7	Able to demonstrate a clear rationale for behaviour management and a proven track record of the effective implementation of a range of behaviour management strategies	E	A/I
C8	Able to manage and empower staff and communicate the vision and inspiring others	E	A/R/T/I
C9	Committed to the development of an open and fair culture and is able to manage conflict	E	A/R
C10	Understands the relationship between managing performance, CPD and sustained improvement	E	A/R
C11	Ability to use data effectively in setting targets	E	A/R
C12	Is able to build and maintain effective relationships with parents, carers, stakeholders and the wider community to enhance the education of all members of the school community and to raise standards by supporting the learning of children	E	A/R
C13	Willingness to contribute to the wider life of the school	E	A/I
C14	Knowledge of the Equality Act and how this relates to work in schools related to protected characteristics.	E	A/I
C15	Knowledge of current issues in Education	D	A/I/T
C16	Able to develop and monitor the implementation of school policies and procedures	E	A/I/T
C17	Current safeguarding training (includes general school staff safeguarding updates) and commitment to training as Designated Safeguarding Lead as soon as they start the post.	E	A
C18	Ability to demonstrate commitment to safeguarding promoting the welfare of children	E	A/I
C19	Knowledge of Safeguarding policy and procedure – local and national	E	A/T/I

D	Professional attributes		
D1	Is able to manage, inspire, encourage and empower staff, working with integrity and in line with the vision and ethos of the school and senior leadership team	E	A/R
D2	Is be able to demonstrate high levels if IT competency	E	A/R/T
D3	Demonstrates a commitment to achieving the best outcomes for all pupils and promoting the ethos and values of the school	E	A/R/I/T
D4	Ability to work under pressure, manage time effectively, prioritise and adapt to change quickly	E	A/R/I/T
D5	Ability to use appropriate coaching and mentoring skills with adults and pupils	D	A/R
D6	Be an excellent communicator and have strong interpersonal skills (written, verbal and aural) to engage with the whole school community and beyond	E	A/T/I
D7	Is approachable and accessible	E	A/R
D8	An ability to work with pupils and their families in a sensitive and positive way.	E	A/T/R