



Assistant Headteacher (Year 5 and 6) Person Specification

	Requirements
Qualifications and Training	
Essential	<ul style="list-style-type: none"> Degree QTS Primary Trained
Desirable	<ul style="list-style-type: none"> Willingness to pursue further and evidence of continuing professional development Any other qualifications relevant to the role
Experience	
Essential	<ul style="list-style-type: none"> Experience of teaching within Year 5 and 6, including mixed age planning and assessment, delivery, working with additional adults and taking responsibility for their performance in the classroom Secure knowledge and understanding of providing effectively for the individual needs of all children, including SEND Secure knowledge of the National Curriculum Experience of promoting positive behaviour conducive to learning which is focused on raising standards Able to talk about characteristics of effective teaching and learning strategies used to raise pupil attainment and achievement. Excellent understanding and use of assessment, including target setting and tracking Has experience of leading a core subject
Desirable	<ul style="list-style-type: none"> Has experience of different settings Proven experience of raising standards for all pupils, including underachieving pupils. Has been on a Senior Leadership Team
Knowledge and skills	
Essential	<ul style="list-style-type: none"> Excellent classroom practitioner with the proven ability to provide effectively for the individual needs of all children A clear understanding of formative and summative assessment for learning



	<ul style="list-style-type: none"> • Able to use a range of behaviour management strategies effectively • Demonstrate clear structures for lessons, maintaining pace, motivation and challenge • Creates a challenging and engaging learning environment within a calm, purposeful and nurturing classroom ethos which supports and motivates children
Desirable	<ul style="list-style-type: none"> • Understanding of the role of all stakeholders, particularly parents and the local community, and how they can be used to promote school improvement
Communication Skills	
Essential	<ul style="list-style-type: none"> • The ability to communicate effectively both orally and in writing to a range of audiences. • Evidence of good working relationships with all key stakeholders. Parental engagement
Teaching and Learning	
Essential	<ul style="list-style-type: none"> • High expectations of all children and ability to move children forward in their learning • Experience of working within a child focused curriculum • Ability to structure a learning environment to inspire learning in young children • An understanding and commitment to inclusion
Desirable	<ul style="list-style-type: none"> • Excellent understanding and delivery of phonics • The ability to develop the long term capabilities of others by collaborating with and motivating colleagues
Leadership	
Essential	<ul style="list-style-type: none"> • The ability to manage additional adults and taking responsibility for their performance in the classroom and as subject leaders • A growth mind-set and a determined 'no-excuses' approach to raising standards • Experience of leading staff meetings and parent workshops • Understanding of the implementation of the new curriculum
Desirable	<ul style="list-style-type: none"> • Recent professional development in leading an area within school • Have written successful policies used within school
Promoting the Welfare of Children	



Essential	<ul style="list-style-type: none"> • A commitment to safeguarding and promoting the welfare of all children • Proven suitability to work with young children • Commitment to equal opportunities and inclusion • Ability and keenness to promote the school's positive culture and ethos • Forms and develops positive and professional relationships with parents and carers – involving them in their children's educational experience
Desirable	<ul style="list-style-type: none"> • Recent safeguarding training
Personal characteristics	
Essential	<ul style="list-style-type: none"> • Valuing each child as an individual – child-centred approach • A passion for early years • Calm and self-confident • Positive and optimistic • Reflective • Self-motivated, enthusiastic and shows initiative • Creative, flexible • Well organised • Ability to manage time effectively • Sense of humour