**Assistant Headteacher – Behaviour and Attendance**

**Person Specification**

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| *E - Essential; D - Desirable* | *E* | *D* |
| Teaching | | |
| An excellent teacher with a subject specialism in an area meeting our timetable requirements at the time of shortlisting |  |  |
| Knowledge of safeguarding procedures |  |  |
| Experience of student mental health and wellbeing |  |  |
| Qualifications | | |
| Qualified Teacher Status |  |  |
| Evidence of recent relevant INSET/higher qualification |  |  |
| Personal | | |
| An ability to work well with colleagues, students, parents and other stakeholders |  |  |
| A credible leader - respected, confident, fair minded and creative |  |  |
| An ability to establish and manage professional relationships alongside inspiring others |  |  |
| Efficient and highly organised |  |  |
| Approachable and accessible |  |  |
| Ability to produce required outcomes with minimal supervision |  |  |
| Resilient, particularly when facing difficult and challenging situations |  |  |
| Confident to deal with the most challenging of behavioural issues |  |  |
| Experience | | |
| Experience of working in a secondary school as a Pastoral Leader/Head of Year/teacher |  |  |
| Experience of working with students to improve behaviour. |  |  |
| Ability to analyse data effectively and efficiently and implementing changes |  |  |
| Experience of liaising with parents |  |  |
| Experience of working with all stakeholders to improve students’ attendance and punctuality |  |  |
| Experience of pastoral or curriculum leadership |  |  |
| Experience of liaising with outside agencies |  |  |
| Management & Leadership | | |
| Energy, imagination, resilience, and an empathetic nature |  |  |
| The ambition and determination to succeed |  |  |
| Experience of leading teams |  |  |
| Experience of undertaking Performance Management of staff |  |  |
| Experience of writing a development plan |  |  |
| Experience of writing a Personal Development programme |  |  |