



Assistant Headteacher Person Specification

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Degree. (A) • Qualified Teacher Status. (A) 	<ul style="list-style-type: none"> • Further professional qualifications, e.g. NPQ. (A)
Experience	<ul style="list-style-type: none"> • At least 3 years successful teaching experience. (A) • Experience and knowledge of the School Development/Improvement process. (A,I) • Excellent classroom management and practice. (A,I,R) • A proven record of promoting curricular development and have successfully co-ordinated at least one whole-school curriculum area. (A,I,R) • Evidence that you have initiated and managed curricular development, implemented those developments and evaluated their success. (A,I,R) • Proven leadership experience that has resulted in raising pupils' achievement and improving teaching. (A,R) • Experience of contributing to staff development / INSET. (A,I,R) • Experience of monitoring and evaluating Teaching and Learning. (A,I) 	<ul style="list-style-type: none"> • Experience in a Church of England school. (A) • Experience of teaching in more than one Key Stage. (A) • Experience of working with a school's community, including the Parish. (A) • Experience of planning, managing and delivering staff development. (A,I,R)
Knowledge & Understanding	<ul style="list-style-type: none"> • Have a clear understanding and vision of the needs of primary aged pupils, and have strategies which will achieve effective teaching and learning. (A,I) • An understanding of contemporary issues in education. (A,I) • Have a detailed knowledge of the Early Years Foundation Stage Curriculum and the National Curriculum and assessment arrangements for both. (A,I) • Understanding of an excellent, broad, and balanced curriculum. (A,I) • Ability to analyse data, set and monitor/evaluate targets. (A,I) • Ability to model high quality teaching to support others to improve. (A,I,R) 	

Professional Skills	<ul style="list-style-type: none"> • The ability to establish professional relationships quickly, enthuse others sensitively and work co-operatively as a member and leader of a team. (A,I,R) • Ability to manage workload. (A,I,R) • The ability to communicate effectively, both verbally and in writing, in a wide range of situations. (A,I) • High quality ICT skills. (A,I,R) • The ability to organise staff, volunteers and tasks, often under pressure and within given deadlines. (A,R) • The ability to build and sustain effective working relationships with staff, governors, parents/carers, pupils and the wider community including the Parish. (A,R) • Ability to promote the Christian ethos of the school in line with the school vision statement. (I) • A commitment to continuous professional development throughout your career; promoting INSET to other staff and leading training. (A,I,R) • Listens to children and respects their opinion. (A,I) 	<ul style="list-style-type: none"> • Have the flexibility and adaptability to work with a wide range of people. (A,R) • Experience as a school Governor. (A) • Experience of mentoring NQTs. (A) • An interest in Initial Teacher Training (I)
Accountability	<ul style="list-style-type: none"> • Experience of whole-school self- evaluation and improvement strategies. (A,I) • Ability to provide clear information and advice to staff and governors. (A,I) • Secure understanding of strategies for performance management. (A,I) 	<ul style="list-style-type: none"> • Experience of working with and presenting to governors to enable them to fulfil their school responsibilities. (A,I) • Understanding of the SIAMS process. (A,I,R) • Leading sessions to inform parents. (A,I,R) • Experience of offering challenge and support to improve performance. (A,I,R)
Personal Qualities	<ul style="list-style-type: none"> • A willingness to uphold our Christian ethos and values. (A,I,R) • Commitment to work flexibly. (A,R) • A caring pastoral attitude towards staff, pupils and parents/carers. (I,R) • Ability to organise, prioritise, make decisions and manage time effectively. (A,I,R) • A reflective practitioner. (I,R) • High expectations of self and others. (A,I,R) 	
Safeguarding	<ul style="list-style-type: none"> • Clear commitment to promoting and safeguarding the welfare of pupils. (A,I,R) 	<ul style="list-style-type: none"> • Experience of being a (Deputy) DSL. (A,R)
A - Application; I – Interview; R – Reference		