

Person Specification: Assistant Headteacher

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Qualified Teacher Status. • Degree. • Evidence of CPD. • Evidence of involvement in INSET activities as a participant and as a provider. 	<ul style="list-style-type: none"> • Degree/post-graduate study. • Participation in professional activities outside school.
Experience	<ul style="list-style-type: none"> • Teaching within the primary phase and providing for educational needs across the full ability range, including Special Educational Needs. • Managing either pastoral or curricular areas. • Strategic responsibilities in school leadership and management. • Curriculum development experience. • Leading a core subject with impact evidence. • Managing an area of curriculum development. • School development and improvement planning. • Leading and managing staff successfully. • Working with Governors. 	<ul style="list-style-type: none"> • Teaching the whole primary age range • Working in a variety of different schools • Membership of the governing body as teacher representative. • Involvement in whole school leadership and management including; <ul style="list-style-type: none"> ○ school development planning and evaluation ○ raising standards ○ strategic policy development and implementation ○ initiating and managing successful change with identifiable success criteria that were achieved ○ effective team leadership ○ assessment, data analysis and target setting.

Knowledge and Understanding	<ul style="list-style-type: none"> • Current educational issues, policies, including national policies, priorities and legislation. • Curricular, teaching, learning, assessment issues and strategies. • Strategic planning and school improvement management. • The management of staff, including professional development. • Strategies for strengthening school links with the community, relevant bodies. • The Performance Management process. • The role of the leadership group within the school. • The principles and practice of primary education at Early Years and Key Stages 1 and 2. • Current curriculum management, including the statutory requirements of the National Curriculum in the Early Years, Key Stages 1 and 2. • The assessment, recording and reporting of pupils' progress and achievements in the context of both the broader curriculum and the statutory requirements of the National Curriculum. • The school's role in effectively providing for the needs of all pupils, including those with Special Educational Needs. • The OFSTED Inspection Framework. • The process and importance of school self-evaluation. • Whole-school issues and their implications for financial management. • The principles and practice of community education. 	<ul style="list-style-type: none"> • The interpretation of value-added information, to assist class teachers in pupil progress. • Bench-marking test results on a local and national basis.
Skills	<ul style="list-style-type: none"> • Show evidence of vision, initiative and leadership in managing change to enhance and raise standards. • Inspire, challenge, motivate and empower others. • Support the work of colleagues and provide staff development, with an understanding of its relationship to performance management. • Involve staff, parents, governors and other stakeholders in the process of establishing a clear set of shared aims, objectives and values for the school. • Build and maintain effective relationships. • Have strong analytical skills to help the school with its self improvement. • Have high levels of commitment, enthusiasm and motivation. • Listen and communicate effectively (both orally and in writing) to a variety of audiences. • Show strong interpersonal skills, responding appropriately to both adults and children. 	<p>Strategic and tactical awareness when implementing change.</p>

Personal Characteristics	<ul style="list-style-type: none">• A commitment to primary education.• A commitment to ensure that all students and staff have equal opportunity to achieve the highest standards in all aspects of school life.• A commitment to be involved in the full life of the school including events and extracurricular activities.	
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