**Person Specification / Profile – Assistant Headteacher**

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| Qualification and Experience Requirements | Evidence |
| * QTS (Qualified Teacher Status) * Evidence of regular and appropriate professional development * Evidence of recent management development * Evidence of recent senior management experience demonstrating a substantial contribution to: * Developing and implementing a school ethos * Planning, developing, monitoring and assessing the whole school curriculum * Raising standards through systematic target setting and monitoring , including within the processes of OFSTED * Developing community involvement * Experience of leading CPD * Experience of implementing school improvement initiatives |  |
| **Assistant Headteachers should be able to demonstrate their ability in:**   * Collaborative and flexible leadership in close partnership covering * Planning, development and monitoring whole school curriculum provision * Planning strategically and operationally * Effective management, decision making and organisational skills, including: * Communication skills (oral and written) * Consultation and negotiation skills * Ability to delegate * Ability to motivate staff and pupils * Interpersonal skills which demonstrate an ability to develop and maintain good relationships with all members of the school community and partners * Active and effective internal school liaison work, including the promotion and development of team working * To plan and make decisions that take full account of equal opportunities * Performance review: a sharp focus on school self evaluation, with particular regard to assessment and pupil progress | **Application Form, Reference, Assessment, Interview** |
| **Assistant Headteachers should be able to demonstrate their knowledge, experience and understanding of:** |
| **Shaping the future**   * Local, national and global trends in education * Communication strategies both within and beyond the school * New technologies, their use and impact |
| **Leading teaching and learning**   * Strategies to raise achievement and achieving excellence * Strategies to ensure inclusion, diversity and access * Strategies to develop effective teachers * Models of learning and teaching * Principles of effective teaching and assessment for learning * Models of behaviour and attendance management * Curriculum design and management |
| **Developing self and others**   * Strategies to promote self and team development |
| **Managing the organisation**   * Equal opportunities policy in service delivery and employment * Legal issues relating to managing a school including Equal Opportunities, Race Relations, Disability, Human Rights and Employment Legislation |
| **Securing accountability**   * Relevant education legislation * Principles and practice of quality assurance systems, including school review, self evaluation and performance management * Data collection and analysis tools * Performance monitoring and evaluation techniques * Statutory educational frameworks, including governance * Public service policy and accountability frameworks, including self evaluation and multi-agency working * Use of a range of tools (including performance data) to support, monitor, evaluate and improve aspects of school life. |
| **Strengthening community**   * Current issues and future trends that impact on the school community * Strategies to encourage parents and carers to support their children’s learning |
| Safeguarding and promoting the welfare of children  * Safeguarding issues |