



Person Specification: Assistant Headteacher with Responsibility for Teaching and Learning

	Essential	Desirable
Qualifications and Professional Development		
Evidence of successful middle leadership experience.	A, I, T	
Qualified Teacher Status (QTS).	A	
Evidence of recent and relevant professional development in leadership and pedagogy	A, I, T	
Experience of or willingness to undertake further leadership qualifications (e.g., NPQSL or equivalent).		A, I
Experience		
Proven experience in a senior leadership role, ideally with responsibility for teaching and learning.	A, I, T	
Demonstrable success in improving teaching quality and pupil outcomes, particularly in a primary school setting.	A, I, T	
Experience in supporting staff professional development through a coaching model.	A, I, T	
Experience working in schools with high levels of deprivation and high proportions of disadvantaged families and SEND needs.		A, I
Experience in working in across multiple phases in a primary school setting (at least 2 phases).		A, I, T
Experience of delivering appropriate CPD to staff, as directed by Headteacher/Deputy Headteacher.	I, T	
Experience of modelling teaching approaches / team teaching to support staff development across phases.	I, T	
Experience of / commitment to developing Kagan collaborative practices to support effective learning across school.		I, T

Knowledge and Understanding

Strong understanding of the OFSTED inspection framework, especially in relation to teaching, learning, and assessment.	A, I	
Strong knowledge of the primary curriculum and statutory assessment requirements.	I, T	
Understanding of the importance of the personal development curriculum (including trips, visits and experiences) particularly to pupils from an area from high deprivation.		A, I
In-depth knowledge of evidence-based teaching practices.	A, I, T	
Understanding of effective strategies to ensure teaching practices are inclusive.		I, T
Understanding of effective strategies to improve outcomes for disadvantaged pupils and those with SEND.		I, T
Knowledge of strategies to improve attendance and pupil engagement.		A, I
Awareness of safeguarding requirements and commitment to promoting pupil wellbeing and safety.	A, I	
Understanding of the importance of parental engagement in supporting pupil learning.	A, I	

Skills and Abilities

Ability to lead and inspire high-quality teaching and learning across all phases of the school.	A, I, T	
Skilled in analysing pupil performance data to inform teaching and target interventions.	A, I, T	
Excellent communication skills to engage and motivate staff, pupils, parents, and governors.	I, T	
Strong organisational and operational management skills.	A, I	
Ability to support a positive and inclusive school culture aligned with the school's values of Respect, Teamwork, Kindness, Honesty, and Happiness.	A, I, T	
Competent in using ICT to support teaching, learning, and updating school social media/website.	A, I	
Contribute to the effective development of teaching and learning policies.	A, I	
Coordinate the planning of educational visits across school.		A, I
Work in close collaboration with the AHT:Inclusion to improve outcomes for all pupils across school.		I



Personal Qualities

Commitment to the school's vision of preparing pupils emotionally, socially, and academically to thrive.	A, I, T	
High standards of professional conduct and integrity.	I, T	
Resilient and adaptable, with a proactive approach to problem-solving.	I, T	
Collaborative leadership style, able to build positive relationships across the school community.	I, T	
Passionate about inclusion and the removal of barriers to learning for all pupils.	A, I, T	
Can think analytically and innovatively.	I, T	

A – Application

I – Interview

T - Tasks