### **Assistant Headteacher Person Specification**

**(Assessment key: ‘A’ is application; ‘I’ is interview and ‘R’ are references)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Qualifications and Training** | **Essential** | **Desirable** | **Assessed** |
| * Qualified Teacher Status
 | **√** |  | **A I** |
| * Evidence of recent and relevant continuing professional development
 | **√** |  | **A I** |
| * Degree
 | **√** |  | **A I** |
| * Professional development or training undertaken in preparation for senior leadership (such as NPQ)
 |  |  **√** | **A I** |
| **Relevant Experience** | **Essential** | **Desirable** | **Assessed** |
| * Recent experience as a successful senior leader in the primary phase
 |  | **√** | **A I R** |
| * Curriculum leadership experience
 | **√** |  | **A I R** |
| * Experience of leading the raising of standards in teaching and learning
 |  | **√** | **A I R** |
| * Experience in leading school improvement planning and self-evaluation
 |  | **√** | **A I R** |
| * Experience of full primary age range
 |  | **√** | **A I**  |
| **Knowledge and understanding of** | **Essential** | **Desirable** | **Assessed** |
| * Models of effective teaching and learning
 | **√** |  | **A I** |
| * Models of behaviour management
 |  **√** |  | **A I** |
| * Models of attendance management
 |  | **√** | **A I** |
| * Up to date knowledge of the National Curriculum
 | **√** |  | **A I** |
| * Safeguarding requirements
 | **√** |  | **A I** |
| * School improvement strategies to include raising attainment, data analysis, target setting, continuous professional development and appraisal
 |  | **√** | **A I** |
| * Successful management strategies for monitoring the quality of teaching and learning, pupil outcomes and the quality of provision.
 |  | **√** | **I** |
| * Developing vision and philosophy to include inclusion, ethos, communication, behaviour, school improvement and diversity
 |  | **√** | **A I R** |
| * School self-evaluation and its relationship with the process of school development and improvement
 |  | **√** | **A I** |
| * The work of other agencies and opportunities for successful collaboration with them
 |  | **√** | **A I** |
| **Professional Skills** | **Essential** | **Desirable** | **Assessed** |
| * Ability to lead, monitor and evaluate the quality of teaching and learning
 |  | **√** | **A I R** |
| * Collaborative working and networking with others within and beyond the school
 |  | **√** | **A I R** |
| * Effective interpersonal and communication skills (including written, oral, ICT and presentation)
 | **√** |  | **A I**  |
| * The delivery (use and impact) of new technologies to support teaching and learning
 |  | **√** | **A I R** |
| * Highly developed organisational, self-management and time management skills
 | **√** |  |  **I R** |
| * Ability to motivate and enthuse staff and pupils
 | **√** |  | **I R** |
| * Work well in challenging situations and be able to prioritise work to meet deadlines
 | **√** |  | **I R** |
| * The ability to think creatively to anticipate and to identify problems and needs and to construct solutions
 | **√** |  | **I R** |
| **Personal Qualities** | **Essential** | **Desirable** | **Assessed** |
| * A commitment to maintain the strong Catholic ethos and tradition
 | **√** |  |  **A I R** |
| * Commitment to developing the school at the heart of the community
 | **√** |  |  **A I R** |
| * Commitment to support the school’s inclusive ethos
 |  **√** |  |  **A I R** |