### **Assistant Headteacher Person Specification**

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

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| **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** | |