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**PERSON SPECIFICATION : ASSISTANT HEADTEACHER**

**Main Responsibility**: Personal Development/Behaviour and Attitudes

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| **MEASUREMENT**  **A**PPLICATION / **I**NTERVIEW / **R**EFERENCE | |
| **QUALIFICATIONS** | |
| DFE recognised Qualified Teacher Status  Evidence of recent relevant Continuing Professional Development  A relevant graduate qualification is desirable | A  A I  A |
| **EXPERIENCE** | |
| Significant recent leadership experience  Successful experience of raising achievement  Working with and engaging the involvement of external partners and the local community, this can be within a curriculum area  Evidence of outstanding teaching  Planning, determining and organising major curriculum areas | A  R  A I  A R  A I |
| **KNOWLEDGE AND UNDERSTANDING** Knowledge and understanding of current issues and best practice including: | |
| Safeguarding children and young people  What constitutes an outstanding school  Up-to-date knowledge of practices in autistic education  The process of strategic planning and being aware of school self-evaluation  Ways to communicate and translate a shared vision into practice  Supporting the management of change  Application of new technologies to teaching and learning  Comparative data and performance indicators to establish benchmarks and set targets for improvements  National policy framework and current educational legislation and initiatives  Principles of efficient teaching and assessment for learning  Strategies for fostering school improvement, including attendance and behaviour for learning within a curriculum area  Equal opportunities and inclusion and commitment to their pursuit | A I R  I  I  A I  A I  I  I  I  I  A I  I  AI |
| **PERSONAL AND PROFESSIONAL QUALITIES** | |
| Commitment to the welfare and safeguarding of young people  Strong personal motivation and drive  A genuine enthusiasm for and commitment to, the development of young people, and concern for the development of colleagues and members of the wider school community  The ability to inspire, motivate staff, students and the wider community  Commitment to ensuring inclusion, addressing diversity and access  Commitment to own personal and professional development and that of staff  High order analytical and problem solving skills and the ability to make informed judgements  Excellent communication skills in a variety of media to a range of audiences including students, parents/carers, colleagues and the wider school community  The ability to engage parents in supporting children’s learning  Commitment to open, collaborative styles of leadership and management  Evidence of collaborative working and networking with others, within and beyond the school to build and sustain a learning community  The ability to understand and appreciate the school’s current strengths and the ways in which these might be further developed  The ability to form and maintain appropriate relationships and personal boundaries with young people | I  I R  I  I R  A I  A I  I  A I  I  R  I  A I  I |