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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 StatusEvidence of recent relevant Continuing Professional DevelopmentA relevant graduate qualification is desirable | AA IA |
| **EXPERIENCE** |
| Significant recent leadership experienceSuccessful experience of raising achievementWorking with and engaging the involvement of external partners and the local community, this can be within a curriculum areaEvidence of outstanding teachingPlanning, determining and organising major curriculum areas | ARA IA RA I |
| **KNOWLEDGE AND UNDERSTANDING** Knowledge and understanding of current issues and best practice including: |
| Safeguarding children and young peopleWhat constitutes an outstanding schoolUp-to-date knowledge of practices in autistic educationThe process of strategic planning and being aware of school self-evaluationWays to communicate and translate a shared vision into practiceSupporting the management of changeApplication of new technologies to teaching and learningComparative data and performance indicators to establish benchmarks and set targets for improvementsNational policy framework and current educational legislation and initiativesPrinciples of efficient teaching and assessment for learningStrategies for fostering school improvement, including attendance and behaviour for learning within a curriculum areaEqual opportunities and inclusion and commitment to their pursuit | A I RIIA IA IIIIIA IIAI |
| **PERSONAL AND PROFESSIONAL QUALITIES** |
| Commitment to the welfare and safeguarding of young peopleStrong personal motivation and driveA genuine enthusiasm for and commitment to, the development of young people, and concern for the development of colleagues and members of the wider school communityThe ability to inspire, motivate staff, students and the wider community Commitment to ensuring inclusion, addressing diversity and accessCommitment to own personal and professional development and that of staffHigh order analytical and problem solving skills and the ability to make informed judgementsExcellent communication skills in a variety of media to a range of audiences including students, parents/carers, colleagues and the wider school communityThe ability to engage parents in supporting children’s learningCommitment to open, collaborative styles of leadership and managementEvidence of collaborative working and networking with others, within and beyond the school to build and sustain a learning communityThe ability to understand and appreciate the school’s current strengths and the ways in which these might be further developedThe ability to form and maintain appropriate relationships and personal boundaries with young people | II RII RA IA IIA IIRIA II |