



# Person Specification

## Kesteven and Grantham Girls' School

<b>Post</b>	<b>Assistant Headteacher – Post 16 Education and Welfare</b>	<b>Grade</b>	<b>L10-14</b>
-------------	--	--------------	---------------

<b>ATTRIBUTES</b>	<b>ESSENTIAL</b>	<b>DESIRABLE</b>
<b>Education, Qualifications &amp; Training e.g.</b>		
<ul style="list-style-type: none"> <li>General education</li> <li>Formal qualifications</li> <li>Specific/specialist training</li> <li>Practical training, required to do the job</li> </ul>	<ul style="list-style-type: none"> <li>Qualified teacher status</li> <li>Degree or equivalent in relevant subject</li> <li>PGCE or equivalent</li> </ul>	<ul style="list-style-type: none"> <li>2:1 degree or above</li> <li>Evidence of further study and professional development</li> </ul>
<b>Experience e.g.</b>		
<ul style="list-style-type: none"> <li>Specific job-related experience</li> <li>Previous experience</li> </ul>	<ul style="list-style-type: none"> <li>Pastoral and/or curriculum leadership experience in a secondary school</li> <li>Proven track record of ensuring high academic standards</li> <li>Clear track record of working at a strategic level</li> <li>Experience and proven expertise in the teaching of at least one A-level subject</li> <li>An awareness of the post-18 application process including both UCAS and Oxbridge</li> <li>A strong working knowledge of safeguarding</li> </ul>	<ul style="list-style-type: none"> <li>Experience of line managing departments and/or other areas within school</li> <li>Experience of leading post-18 application process including both UCAS and Oxbridge</li> <li>An understanding of marketing and options process at KS5</li> <li>An understanding of blocking and timetabling implications</li> <li>Knowledge of 16-19 statutory requirements</li> </ul>
<b>Special Subject Knowledge e.g.</b>		
	<ul style="list-style-type: none"> <li>Passionate and enthusiastic subject specialist</li> <li>In depth and up to date understanding of your subject and its curriculum</li> <li>A clear understanding of the purpose, application and interrogation of assessment data, tracking and evaluation etc. both at school and national level</li> <li>An understanding of issues relating to continuity and progression</li> <li>Clear knowledge and understanding of the implications of current educational developments relevant to specific areas of responsibility</li> <li>Knowledge of the Gatsby benchmarks</li> </ul>	<ul style="list-style-type: none"> <li>An awareness of wider curriculum issues</li> <li>Experience of leading careers provision</li> </ul>
<b>Teaching and Learning e.g.</b>		
	<ul style="list-style-type: none"> <li>A clear vision about what makes for effective teaching and learning</li> <li>An excellent classroom practitioner with effective classroom management skills</li> <li>An understanding of monitoring and evaluation strategies</li> <li>Evidence of thorough planning, preparation and delivery of lessons to focus on specific learning outcomes</li> <li>Excellent knowledge of Health &amp; Safety issues as they relate to faculty subjects</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of secure budget and resource management</li> <li>Evidence of developmental planning</li> </ul>
<b>Attitudes e.g.</b>		
	<ul style="list-style-type: none"> <li>Good record of health, attendance and punctuality</li> <li>An ability to establish constructive working relationships with both colleagues, students and parents</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of a willingness to work collaboratively and share resources and good practice</li> </ul>



# Person Specification

## Kesteven and Grantham Girls' School

	<ul style="list-style-type: none"> <li>• Positive “can do” attitude</li> <li>• Student centred approach to education</li> <li>• Consistent focus on student outcomes</li> <li>• Willingness to work collaboratively with other leaders</li> <li>• Understanding of when to consult or seek advice and responsive to feedback</li> <li>• Desire for constant improvement and personal development</li> <li>• Ability to maintain emotional resilience</li> <li>• Ability to make and take decisions and to prioritise</li> <li>• Ability to work under pressure, think creatively and to anticipate and solve problems.</li> </ul>	
<b>Skills &amp; Abilities e.g.</b>		
<ul style="list-style-type: none"> <li>• Prepare reports</li> <li>• Verbal presentations</li> <li>• Decision making</li> <li>• Numerical skills</li> </ul>	<ul style="list-style-type: none"> <li>• Clear vision for the Sixth form at KGGS and able to link this to the strategic objectives of the school</li> <li>• Good personal organisation / time management</li> <li>• An ability to inspire and motivate students and staff</li> <li>• Ability to provide clear evaluation and strategies for improvement of teams and teachers and measuring the impact of these</li> <li>• An ability to communicate well both orally and in writing</li> <li>• Dedicated, committed, high profile leader who will hold others to account in relation to policy and professional standards</li> <li>• Commitment to build and lead high performing teams</li> <li>• Ability to prepare and present analysis of results data</li> <li>• Commitment to partnership between governors, staff, parents and students and the ability to build excellent relationships with all stakeholders</li> </ul> <p>You demonstrate the following characteristic:</p> <ul style="list-style-type: none"> <li>• Dynamic and energetic</li> <li>• Proactive</li> <li>• Patience</li> <li>• Initiative and determination</li> <li>• A deep sense of integrity</li> <li>• Reliable and consistent</li> <li>• Adaptable and resilient</li> <li>• Optimistic, has vision and creativity</li> <li>• Sensitive and empathetic</li> <li>• Sense of humour</li> </ul>	<ul style="list-style-type: none"> <li>• Awareness of the particular challenges involved in a girls' selective school</li> <li>• Ability to step in as deputy safeguarding lead with training</li> </ul>
<b>Additional Requirements e.g.</b>		
<ul style="list-style-type: none"> <li>• Extra-curricular</li> </ul>	<ul style="list-style-type: none"> <li>• A willingness to contribute to the wider life of the school</li> <li>• A commitment to contribute to faculty support sessions</li> </ul>	