



Person Specification

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| JOB TITLE: | Assistant Headteacher – Quality of Education |
| DATE: | November 2022 |
| STATUS: | |

| CRITERIA | Essential/ Desirable | Application | Tasks | Interview | Vetting Checks |
|---|---------------------------------|--------------------|--------------|------------------|---------------------------|
| Knowledge and qualifications | | | | | |
| 1. Qualified teacher status | E | ✓ | | | ✓ |
| 2. National Professional Qualification for Senior Leadership (NPQSL) or other post-qualification educational leadership/management qualification e.g. MEd | D | ✓ | | | ✓ |
| 3. Evidence of personal commitment to lifelong learning | E | ✓ | | ✓ | |
| 4. Up-to-date knowledge and understanding of national and local education policy and research, particularly relating to Key Stage 3 and 4 curriculum, and how it translates into the school's/trust's context | E | | ✓ | ✓ | |
| 5. Thorough understanding of how young people learn and the core features of effective curriculum development and implementation | E | | ✓ | ✓ | |
| Experience | | | | | |
| 6. Experience as a middle leader in a secondary school | E | ✓ | | | ✓ |
| 7. Experience of working collaboratively with peers in own and/or other schools to achieve shared priorities and planned outcomes. | E | ✓ | | | ✓ |
| 8. Experience of accurately analysing quantitative and qualitative data to evaluate pupil performance against KS2 targets and identify appropriate interventions and strategies to ensure future success | E | ✓ | | | ✓ |
| 9. Track record of successfully implementing strategies and interventions, with evidence of impact and to improve pupil outcomes in terms of progress, behaviour, attendance and welfare | E | ✓ | | ✓ | ✓ |
| 10. Evidence of successfully developing a robust team of professionals, who were outcomes focused, and displayed outstanding impact, evidenced by their successful outcomes. | E | ✓ | | ✓ | ✓ |
| Skills and competencies | | | | | |
| 11. Inspires and influences learners, colleagues and parents to support the fundamental importance of education and aspiration in young people's lives | E | | ✓ | ✓ | |

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| 12. Models outstanding practice and leads by example with consistency, integrity, positivity, creativity, resilience and clarity | E | | ✓ | ✓ | |
| 13. Able to engage colleagues and lead curriculum implementation and impact across the School | E | | | ✓ | |
| 14. Demands aspirational standards and high expectations for all pupils. | E | | ✓ | ✓ | |
| 15. Makes accurate and appropriate decisions based on gathering information, generating suitable alternatives, accurately appraising options and evaluating impact | E | | ✓ | | |
| 16. Effectively manages own behaviour and relationships with others to provide appropriate and effective support and challenge | E | | ✓ | ✓ | |
| 17. Outstanding oracy and written communication skills for a range of audiences | E | | ✓ | ✓ | |
| 18. Committed to outward-facing schools, working in partnership to champion best practice, secure excellent outcomes for all learners and fully supports we are outcomes focused | E | | ✓ | ✓ | |
| 19. Ability to safeguard and promote the welfare of children including motivation to work with children, forming and maintaining appropriate relationships and personal boundaries with children and young people, emotional resilience in working with challenging behaviours and attitudes, and to utilise authority fairly and consistently whilst always maintaining discipline | E | | | ✓ | ✓ |
| Other | | | | | |
| 20. No disclosure about criminal convictions, barring or misconduct that is considered to make the candidate unsuitable for this particular role | E | ✓ | | ✓ | ✓ |
| 21. No concerns about medical fitness or attendance that is considered to make the candidate unsuitable for this particular role | E | | | | ✓ |
| 22. Embraces and displays the NEAT values: aspirational, collaborative, inclusive, innovative, has integrity, responsible | E | ✓ | ✓ | ✓ | ✓ |