



<b>ASSISTANT HEADTEACHER PERSON SPECIFICATION</b>		
<b>Category</b>	<b>Essential</b>	<b>Desirable</b>
Qualifications	<ul style="list-style-type: none"> <li>• Qualified teacher status</li> </ul>	<ul style="list-style-type: none"> <li>• Postgraduate level qualification</li> <li>• NPQ awards or Leadership Pathways certification</li> </ul>
Experience	<ul style="list-style-type: none"> <li>• Substantial, successful teaching experience</li> <li>• Experience as a pastoral or curriculum leader</li> <li>• Experience as a Designated Safeguarding Lead</li> <li>• Substantial experience of working with a range of stakeholders including parents and carers and multi-agency support teams</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching experience in at least 2 of the 3 key stages: KS3, KS4 and post 16s</li> <li>• Experience of teaching in more than one school</li> <li>• Experience of leading attendance and behaviour in a school setting</li> </ul>
Professional Development	<ul style="list-style-type: none"> <li>• Evidence of continuing professional development relating to school leadership and management, and curriculum/teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working with other school/organisations/Agencies</li> <li>• Experience of leading/co-ordinating professional development opportunities</li> <li>• Ability to identify own learning needs and to support others in identifying their learning needs</li> </ul>



Strategic Leadership	<ul style="list-style-type: none"> <li>• Ability to articulate and share a vision of secondary education</li> <li>• Evidence of successful strategies for planning, implementing, monitoring and evaluating school improvement</li> <li>• Ability to analyse data, develop strategic plans, set targets and monitor/evaluate progress towards these</li> <li>• Knowledge of what constitutes quality in educational provision, the characteristics of effective schools and strategies for raising standards and the achievement of all pupils</li> <li>• Understanding of and commitment to promoting and safeguarding the welfare of pupils'</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of having successfully translated vision into reality at whole school level</li> </ul>
Teaching and Learning	<ul style="list-style-type: none"> <li>• A secure understanding of the requirements of the National Curriculum</li> <li>• Knowledge and experience of a range of successful teaching and learning strategies to meet the needs of all pupils</li> <li>• A secure understanding of assessment strategies and the use of assessment to inform the next stages of learning</li> </ul>	<ul style="list-style-type: none"> <li>• Successful experience in creating an effective learning environment and in developing and implementing policy and practice relating to behaviour management</li> </ul>



	<ul style="list-style-type: none"> <li>• Experience of effective monitoring and evaluation of teaching and learning</li> <li>• Secure knowledge of requirements relating to curriculum development and assessment</li> <li>• Understanding of an effective learning environment and the key elements of successful behaviour management</li> </ul>	
Leading and Managing Staff	<ul style="list-style-type: none"> <li>• Experience of working in and leading staff teams</li> <li>• Ability to delegate work and support colleagues in undertaking responsibilities</li> <li>• Experience of appraisal and supporting the continuing professional development of colleagues</li> <li>• Understanding of effective budget planning and resource deployment</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working with 'governors' to enable them to fulfil whole-school responsibilities</li> <li>• Successful involvement in staff recruitment, appointment/induction</li> <li>• Understanding of how financial and resource management enable a school to achieve its educational priorities</li> </ul>
Accountability	<ul style="list-style-type: none"> <li>• Ability to communicate effectively, orally and in writing to a range of audiences – e.g. staff, pupils, parents, 'governors'</li> <li>• Experience of effective whole-school self-evaluation and improvement strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of presenting reports to 'governors'</li> <li>• Leading sessions to inform parents</li> <li>• Experience of offering challenge and support to improve performance</li> </ul>



	<ul style="list-style-type: none"> <li>• Ability to provide clear information and advice to staff and governors</li> <li>• Ability to ensure that statutory responsibilities are fully met in safeguarding, behaviour and attendance</li> </ul>	
Skills, Qualities & Abilities	<ul style="list-style-type: none"> <li>• High quality teaching skills</li> <li>• High expectations of pupils' learning, attainment and personal development</li> <li>• Strong commitment to school improvement and raising achievement for all</li> <li>• Ability to build and maintain good relationships</li> <li>• Ability to remain positive and enthusiastic when working under pressure</li> <li>• Ability to organise work, prioritise tasks, make decisions and manage time effectively</li> <li>• Empathy with children</li> <li>• Good communication skills</li> <li>• Good interpersonal skills</li> <li>• Stamina and resilience</li> <li>• Confidence</li> </ul>	