**PERSON SPECIFICATION**

**Assistant Headteacher (Behaviour, Attitudes, and Attendance)**

The Selection Panel will place a particular emphasis on the following key competencies, all of which will underpin the recruitment process:

* high expectations of self and others
* clear strategic thinking
* skilful communication according to audience
* partnership working
* adhering to principles and values
* decision making/risk taking

The Selection Panel will be looking for evidence that the candidate has demonstrated their ability to fulfil the following criteria:

|  |  |  |
| --- | --- | --- |
| **QUALIFICATIONS AND TRAINING** | **Essential or desirable\* on appointment** | **Assessment method**   * **Application form** * **Interview** * **Tasks** |
| Qualified Teacher Status (QTS). | **E** | **A** |
| Relevant degree or equivalent qualification. | **E** | **A** |
| Evidence of continued professional development E.g. NPQ’s. Leadership Pathways. | **E** | **A/I** |
| DSL trained | **D** | **A** |
| **EXPERIENCE AND SKILLS** |  |  |
| Commitment to promote and model the Christian vision that underpins the St. Aidan’s School Church of England foundation. | **E** | **I** |
| Proven track record of successful teaching across different age groups. | **E** | **A/I** |
| Significant experience in a leadership or management role within a school setting. | **D** | **A/I** |
| Successful experience of leading whole-school initiatives related to behaviour, attendance, or pastoral care. | **E** | **A/I** |
| Experience in working collaboratively with parents, staff, and external agencies. | **E** | **A/I** |
| Demonstrable impact in improving behaviour standards and reducing exclusions. | **E** | **A/I/T** |
| Knowledge and experience of using data to track progress and inform interventions. | **E** | **A/I/T** |
| Experience in a leadership role, such as Year Group Lead, Head of Department, or Pastoral Lead. | **E** | **A/I** |
| Experience in analysing data to inform behaviour strategies. | **E** | **A/I/T** |
| Experience of working in a diverse school community. | **D** | **A/I** |
| Deep understanding of behaviour management strategies and the underlying principles of positive behaviour support. | **E** | **A/I/T** |
| Knowledge of statutory safeguarding and child protection requirements. | **E** | **A/I/T** |
| Understanding of how behaviour and attendance impact on student progress and well-being. | **E** | **A/I** |
| Awareness of the role of inclusivity in behaviour management, including supporting students with SEND and SEMH needs. | **E** | **I** |
| Familiarity with trauma-informed approaches or other evidence-based behavioural interventions. | **D** | **A/I** |
| Knowledge of current educational policies, particularly those relating to behaviour, exclusions, and attendance. | **E** | **A/I** |
| Strong leadership and team-building skills with the ability to inspire and motivate others. | **E** | **A/I** |
| Excellent communication and interpersonal skills to work effectively with students, staff, parents, and external agencies. | **E** | **A/I/T** |
| Ability to analyse data to evaluate the impact of behaviour interventions and plan future actions. | **E** | **A/I** |
| High level of emotional intelligence and ability to handle challenging situations calmly and effectively. | **E** | **I** |
| Strong organisational skills, with the ability to manage priorities and meet deadlines. | **E** | **I** |
| Ability to deliver high-quality CPD for staff related to behaviour management, attendance, and pastoral priorities. | **E** | **I** |
| Ability to organise staff and implement whole-school systems such as duty rota’s, emergency evacuation etc.. | **E** | **A/I** |
| Competence in using school management systems (e.g., Arbor, CPOMS) for tracking and reporting behaviour incidents. | **E** | **I** |
| Strong leadership and team-building skills with the ability to inspire and motivate others. | **E** | **I** |
| Integrity, accountability, and a commitment to the school’s vision and values. | **E** | **I** |
| Commitment to safeguarding and promoting the welfare of all students. | **E** | **A/I** |
| Ability to work flexible hours as required to fulfil the demands of the role | **E** | **I** |
| A reflective practitioner committed and willing to invest in ongoing personal and professional growth. | **E** | **A/I** |

April 2025