

ASSISTANT HEADTEACHER (Systems and Operations): Person Specification

Our school is community is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. An Enhanced Disclosure and Barring Services (DBS) check will be carried out for the successful candidate

ESSENTIAL	DESIRABLE	EVIDENCE
Qualifications and experience: <ul style="list-style-type: none"> Degree in a relevant subject(s) QTS (PGCE or equivalent) Excellent, inspiring teacher A continued commitment to own professional development Secondary age range including GCSE and post 16 examination classes Experienced middle/senior leader Understanding of child safeguarding issues and successful measures that promote and ensure the safeguarding of children 	<ul style="list-style-type: none"> Post graduate study in a relevant field Experienced leader NPQSL 	<ul style="list-style-type: none"> Qualifications check/references
Professional and personal qualities and skills – the ability and commitment: <ul style="list-style-type: none"> To think strategically and solve problems To lead by example, with integrity, creativity, resilience and clarity To demonstrate consistently, optimistic behaviours, positive relationships and attitudes towards staff, students, parents/carers and the wider community To lead on whole school initiative To secure excellent outcomes for all groups of students, and particularly those in Key Stage 3 To model consistently, the positive attitudes, values and behaviours which are expected of students To maintain high standards of teaching, planning, assessment and classroom management To provide students with quality learning experiences, including excellent written and verbal feedback to support learning 	<ul style="list-style-type: none"> A willingness to lead/participate in education visits Ambitions to take on senior leadership roles (e.g. deputy headship) in the future 	<ul style="list-style-type: none"> Interview process

<ul style="list-style-type: none"> • To establish a safe and stimulating environment for students, rooted in mutual respect • To set goals that stretch and challenge students of all backgrounds, abilities and dispositions • To differentiate to meet the needs of all students and to promote equal opportunities for all • To contribute to the school's extra-curricular programme (e.g. running clubs, or booster classes, producing displays, organising competitions etc) • To take part in the wider life of the school 		
<p>In addition, you will have:</p> <ul style="list-style-type: none"> • Knowledge of current legislation, guidance and developments across the key stages • Knowledge of up-to-date recent educational, health and safety, legal, national and international developments • The ability to articulate clear values and moral purposes • Good, clear written and verbal communication skills • Commitment to the ideal of personal, academic and social development • Evidence of willingness/involvement in relevant professional development • The ability to identify your own training and development needs and participate in activities to address them • An excellent knowledge of SIMs 		<ul style="list-style-type: none"> • Application form • Letter of application • Interview process • References
<p>Promote good progress and outcomes by students by:</p> <ul style="list-style-type: none"> • Being accountable for students' attainment, progress and outcomes • Being aware of students' capabilities and prior knowledge and lead teaching across the subject or year team and linked teams to build on these • Guiding students to reflect on the progress they have made and their emerging needs • Demonstrating knowledge and understanding of how students learn and how this impacts on teaching • Encouraging students to take a responsible and conscientious attitude to their own work and study 		<ul style="list-style-type: none"> • Application form • Letter of application • Interview process • References
<p>Demonstrate good subject and curriculum knowledge by:</p> <ul style="list-style-type: none"> • Having a secure knowledge of the relevant subject(s)/age range and curriculum areas, fostering and maintaining students' interest and addressing misunderstandings • Demonstrating a critical understanding of developments in the subject and curriculum areas and promoting the value of scholarship 		<ul style="list-style-type: none"> • Application form • Letter of application • Interview process • References

<ul style="list-style-type: none"> • Demonstrating an understanding of and taking responsibility for promoting high standards of literacy, articulacy and the correct use of Standard English, whatever the teacher's specialism 		<ul style="list-style-type: none"> • Lesson observation
Plan and teach well-structured lessons by: <ul style="list-style-type: none"> • Imparting knowledge and developing understanding through effective use of lesson time • Promoting a love of learning and children's intellectual curiosity • Setting homework and planning other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired • Reflecting systematically on the effectiveness of lessons and appropriates to teaching • Contributing to the design and provision of an engaging curriculum within the relevant subject area(s) 		<ul style="list-style-type: none"> • Application form • Letter of application • Interview process • References • Lesson observation
Adapt teaching to respond to the strengths and needs of all students by: <ul style="list-style-type: none"> • Knowing when and how to differentiate appropriately, using approaches with enable students to be taught effectively • Having a secure understanding of how a range of factors can inhibit students' ability to learn and how best to overcome these • Demonstrating an awareness of the physical, social and intellectual development of children and knowing how to adapt teaching to support students' education at different stages of development • Having a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and being able to use and evaluate distinctive teaching approaches to engage and support them 		<ul style="list-style-type: none"> • Application form • Letter of application • Interview process • References • Lesson observation
Make accurate and productive use of assessment by: <ul style="list-style-type: none"> • Knowing and understanding how to assess the relevant subject and curriculum areas, including statutory assessment requirements • Making use of formative and summative assessment to secure students' progress • Using relevant data to monitor progress, set targets and plan subsequent lessons • Giving students regular feedback, both orally and through accurate marking and encouraging students to respond to feedback 		<ul style="list-style-type: none"> • Application form • Letter of application • Interview process • References

<p>Manage behaviour effectively to ensure a good and safe learning environment by:</p> <ul style="list-style-type: none"> • Having clear rules and routines for behaviour in classrooms and taking responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's Behaviour Policy • Having high expectations of behaviour and establishing a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly • Managing classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them • Maintaining good relationships with students, exercising appropriate authority and acting decisively when necessary 		<ul style="list-style-type: none"> • Application form • Letter of application • Interview process • References • Lesson observation
<p>Fulfil wider professional responsibilities by:</p> <ul style="list-style-type: none"> • Making a positive contribution to the wider life and ethos of the school • Developing effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support • Deploying support staff effectively • Taking responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues • Communicating effectively with parents with regard to students' achievements and well-being 	<ul style="list-style-type: none"> • Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice and providing advice and feedback 	<ul style="list-style-type: none"> • Application form • Letter of application • Interview process • References
<p>Other information:</p> <ul style="list-style-type: none"> • Commitment to equality of opportunity and child protection 		<ul style="list-style-type: none"> • Letter of application • Interview process • References