



ASSISTANT HEAD, T & L - PERSON SPECIFICATION

	Essential	Desirable
Experience and Job Knowledge	Knowledge <ul style="list-style-type: none"> • Qualified Teacher Status • Meets Teacher Standards • Knows and implements school policy • Understands the KS5 curriculum offering in order to adapt and personalise programmes of learning • Can communicate effectively and accurately both in writing and orally • Excellent classroom practitioner • Experience of KS5 teaching Experience <ul style="list-style-type: none"> • Understands the remit of Every Child Matters • Has proven experience of bringing about transformational change • Successful involvement in a school inspection • Leadership in curriculum development and/or innovation and in school self-evaluating, including monitoring and evaluation strategies • Leadership of staff through effective appraisal and implementation of QA processes focusing on Teaching and Learning • Experience of producing and analysing data to assist with planning, achieving targets and better outcomes • Understanding of use of target setting and data analysis as tools for school improvement • Demonstrable experience of raising standards • Leadership in student and pastoral development • Successful partnership working with other schools, agencies and stakeholders • Proven leadership and management skills • Skilled in a positive approach to behaviour management. • Evidence of promoting a whole-school initiative 	Knowledge <ul style="list-style-type: none"> • NPQSL or further relevant professional studies • Relevant, further degree • Confidence in using e-systems for producing and tracking management data • Safeguarding Experience <ul style="list-style-type: none"> • Experience of SIMS student record system • Leadership within the SLT/SMT • Experience in more than one establishment • Experience in a faith school context • Experience of planning for funding post-16 curriculum
Professional Characteristics <p>The professional characteristics are based on the 5 Rs which we use for our learning rewards system for students.</p> <p>We believe that where it works for students, it is also relevant in appointing new staff.</p>	Reflective – <i>is able to cope with the consequences of difficult decisions</i> <ul style="list-style-type: none"> • Can build evaluation of impact into review of performance • Shows empathy • Learns from experience Resourceful – <i>can work independently in role</i> <ul style="list-style-type: none"> • Is comfortable working with a variety of different agencies • Can act independently in decision making Responsible – <i>is a role model for colleagues and students in terms of</i>	Reflective <ul style="list-style-type: none"> • Can learn from mistakes Resourceful <ul style="list-style-type: none"> • Is willing to try something new and take risks • Connects the school to its wider environment Responsible <ul style="list-style-type: none"> • Can foster shared beliefs and a sense of

	<p><i>professional standards</i></p> <ul style="list-style-type: none"> • Holds people accountable • Sets clear standards for high performance <p>Reasoning – <i>is well organised and has the ability to forward plan</i></p> <ul style="list-style-type: none"> • Is thorough and pays great attention to detail • Can anticipate problems and plan to counter them • Considers all the evidence <p>Resilient – <i>is prepared to go the extra mile</i></p> <ul style="list-style-type: none"> • Shows tenacity in completing tasks • Stays optimistic • Recognises and manages own emotions and strong feelings under stress or when provoked: 	<p>community</p> <ul style="list-style-type: none"> • Is a good team player <p>Reasoning</p> <ul style="list-style-type: none"> • Identifies problems and tests alternative solutions to achieve the best outcome <p>Resilient</p> <ul style="list-style-type: none"> • Can absorb and deal with many pressures at once • Stands firm
Physical Requirements	<ul style="list-style-type: none"> • None above the ordinary office/school environment . 	
Specialist Knowledge & Understanding	<ul style="list-style-type: none"> • The ability to analyse and interpret student performance data, identify underperformance where appropriate, set challenging but realistic targets and implement school/department/team improvement activities that raise student attainment. • Knowledge and understanding of principles and practices of high quality teaching and learning • Understanding of school self-evaluation activities and the ability to present findings to a variety of audiences both orally and in written reports • Ability to communicate the aspiration of the school and work effectively as part of the school team with governors, parents and members of the local community. 	
Additional Requirements	<ul style="list-style-type: none"> • Suitable for work with children and young people, this post is exempt from the provisions of the Rehabilitation of Offenders Act 1974. A Disclosure and Barring Service check will be required prior to appointment. • Work within the school's Child Protection Policy • Ability to work under pressure and meet deadlines • Ability to prioritise • Demonstrable commitment to equality of opportunity and inclusive education • A positive approach to the process of change • An ability to strike the right balance between leadership and teamwork 	

The schools are not accessible to all disabled people in all areas, but reasonable adjustments will be considered.