# **Woodhey High School**

**Assistant Headteacher – Standards (Assessment, Reporting & Strategic Use of Data)**

**Person Specification**

**Post:** Assistant Headteacher – Standards (Assessment, Reporting & Strategic Use of Data)

**Responsible to:** Headteacher

**Minimum Qualification:** Graduate

Qualified Teacher Status

Appropriate Specialist Knowledge

Relevant Experience

**Teaching Range:** Years 7 - 11

**Contract:** Full-time Permanent

**Salary:** Leadership (L14 – L18)

You will be required to carry out the duties of an Assistant Headteacher as set out in Section 48 and the duties of a school teacher as set out in section 50 of the latest Pay and Conditions Document (2020).

For evidence, A = Application, I = Interview, R = Reference. For requirement, E=Essential, D = Desirable

|  |  |  |
| --- | --- | --- |
| **Attributes** | **Requirement** | **Evidence** |
| 1. Qualifications |  |  |
| 1. Graduate with qualified teacher status (secondary) | E | A |
| 1. Evidence of appropriate professional development and a willingness to undertake relevant additional qualifications. | E | A |
| 1. NPQSL or other appropriate leadership qualification. | D | A |
| 1. Relevant in-service training during the last three years. | E | A |
| 1. GDPR training. | D | A |
| 1. Other relevant qualifications. | D | A |
| 2. Knowledge and Understanding |  |  |
| 1. An understanding of the curriculum across all subjects at KS3 and KS4. | E | A, I |
| 1. A detailed understanding of different forms of assessment and standardisation. | E | A, I |
| 1. Nationally organised data, analysis and accountability tools – S2S, FFT, ISDR. | E | A, I |
| 1. Accountability measures, including Attainment 8, Progress 8 and Performance Tables. | E | A, I, R |
| 1. Target setting, monitoring and flight paths. | E | A, I |
| 1. How to analyse and reduce in-school variation between subjects and/or pupil groups. | E | A, I |
| 1. Methods of reporting to parents effectively. | E | I |
| 1. Effective interventions to reduce underachievement. | E | A, I |
| 1. General Data Protection Regulation and data protection arrangements. | E | A, I |
| 1. Effective leadership skills and strategies. | E | I, R |
| 1. Strategies to lead, manage and motivate staff. | E | I, R |
| 1. National/local educational priorities/developments and their impact on school. | E | A, I |
| 1. Commitment to equal opportunities. | E | A, I |
|  |  |  |
| **Attributes** | **Requirement** | **Evidence** |
| 3. Experience |  |  |
| 1. A substantial period of successful teaching experience in secondary education. | E | A, R |
| 1. Working in at least two secondary schools. | D | A |
| 1. Successful leadership and management experience. | E | A, R, I |
| 1. Raising achievement and improving progress through the effective use of performance data. | E | A, R, I |
| 1. Use of effective moderation and standardisation processes. | E | A, I, R |
| 1. Analysing the outcome of external and school examinations in order to identify trends and areas for improvement. | D | A, R |
| 1. Organisation of successful intervention. | E | A, R, I |
| 1. Holding others to account through the targeted use of data. | E | A, R, I |
| 1. Evidence of personal professional development, including in leadership. | E | A |
| 1. Leading change and educational innovation. | E | A, R, I |
| 1. Leading on an initiative which has had an impact across the whole school. | E | A, R |
| 1. Effective improvement planning. | E | A |
| 1. Appraisal, as team leader. | E | A, R |
| 1. Supporting staff welfare. | E | A |
| 1. Financial management (budget area). | E | A, R |
| 1. Evidence of work which has led directly to improved pupil outcomes. |  |  |
| 1. Leadership & Management skills and qualities |  |  |
| 1. *Ability to inspire colleagues to support them in* | E | I, R |
| 1. Ability to develop a clear strategic vision and direction for areas of responsibility and translate this into practical policies and practice. | E | I, R |
| 1. Capable to lead and inspire teams and commitment to working as a team player. | E | I, R |
| 1. Ability to manage the process of change effectively. | E | A, R |
| 1. Ability to delegate to others while retaining a monitoring role. | E | A, R |
| 1. Ability to contribute to the enrichment and enhancement of pupils’ education. | E | A, R |
| 1. Model a strong work ethic and high professional and personal standards. | E | I, R |
| 1. Ability to articulate a sound educational philosophy consistent with Woodhey’s aims and values. | E | A, I |
| 1. Other Skills and Qualities 2. Effective organisation and administrative skills, including the use of ICT. 3. Ability to build positive and constructive relationships with pupils and inspire them to high aspirations 4. Excellent written, verbal and interpersonal communication skills 5. Ability to communicate with, and relate well to a variety of stakeholders including pupils, staff, parents, governors, the community and external agencies. 6. Resilience, the ability to work effectively under pressure in order to meet a range of deadlines across a complicated work schedule. 7. Enthusiasm and flexibility. 8. Ability to form and maintain appropriate relationships and personal boundaries with pupils. 9. A firm, fair and appropriate approach to dealing with pupil issues. 10. A commitment to plan and deliver whole-school activities such as parent meetings, staff CPD and assemblies. 11. Capacity for hard work (and good humour) under pressure 12. An excellent record of attendance and punctuality 13. A commitment to attending school events and involvement in the wider life of the school. | E  E  E  E  E  E  E  E  E  E  E  E  E | I, R  I, R  A, I, R  A, I, R  I, R  I, R  R  I, R  A  A  I, R  I, R  A, R  A |

Woodhey is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.