



**Longbenton
High School**

Person Specification	
Job Title	Associate Assistant Headteacher: Alternative Provision Lead
Salary	L8-10. <i>This is equivalent to our Associate Assistant Headteachers (teaching) and Deputy SENCOs (non-teaching)</i>
Contract	Full time; permanent. <i>Part-time contract could be negotiated for the right candidate.</i>
Responsible to	Assistant Headteacher Behaviour & Attitudes/Deputy Headteacher Culture & Ethos
Date of job description	January 2025
Start date	Easter 2025 or September 2025

	Essential A = application I = interview	Desirable A = application I = interview
Leadership	<ul style="list-style-type: none"> → Experience working within the mainstream sector (A, I) → Experience leading a team or department (A) eg this could be in an ARP or PRU setting or as a subject or phase leader → Ability to motivate learners (I) → Ability to use hard and soft data effectively to identify issues and demonstrate impact (A, I) → Ability to work under pressure, see things through to completion (I) → Ability to communicate with students, parents and carers about student progress and build positive relationships (I, A) 	<ul style="list-style-type: none"> → Experience teaching at primary or middle school level (A) → Experience working in alternative settings (eg PRU, ARP) (A) → Evidence of multi-agency work and collaboration (A) or wider experience eg exam marking
Teaching & Learning <i>(NB: for those with QTS/teachers)</i>	<ul style="list-style-type: none"> → Excellent classroom practitioner (I) → Understanding of high quality teaching and learning (A, I) → Up to date awareness of evidence-based best practice and trends in teaching pedagogy; ability to lead on research informed practice (A, I) 	<ul style="list-style-type: none"> → Experience of CPD delivery (A, I) → Instructional coaching experience (A, I) → For teachers, an ability to teach PE, or Psychology would be helpful in terms of our curriculum gaps → The ability to adapt the core curriculum to make it accessible and engaging for students who may have struggled in mainstream setting (I)
Skills and	<ul style="list-style-type: none"> → Relevant and recent SEMH based training (eg 	<ul style="list-style-type: none"> → Positive Handling/Deescalation/MAPPA

knowledge	<p>Thrive or PACE) (A,I)</p> <ul style="list-style-type: none"> → Effective communication and interpersonal skills; ability to engage a wide variety of audiences and build effective working relationships (I) → The ability to be self-reflective (A, I) → Ability to use ICT effectively (A, I) → QTS 	<p>Training. Being able to de-escalate tense situations and manage conflicts effectively (A, I)</p> <ul style="list-style-type: none"> → Having a good understanding of different types of SEND and their impact on learning and behavior. (A, I) → Being familiar with the SEND Code of Practice and relevant legislation. (I) → Liaising with special educational needs coordinators (SENCOs) and other professionals to support students with SEND. (A, I)
Personal qualities	<ul style="list-style-type: none"> → Integrity, tact, discretion, warmth and a belief in service to others (I) → Not motivated by ego, status or title (I) → Decisive, determined and self-confident without being arrogant (I) → Commitment to comprehensive and inclusive education (A, I) → Positive, enthusiastic and optimistic (I) → A sense of humour; resilience (I) → A team player (I) → Ability to work under pressure and prioritise effectively whilst still maintaining an appropriate work/life balance; prioritising health and wellbeing in order to lead well (I) → Commitment to maintaining confidentiality at all times (I) → Commitment to the safeguarding, equality and welfare of all students (I) 	
Qualifications and general experience	<ul style="list-style-type: none"> → UK Qualified Teacher Status (A) → Good honours degree (A) → A relevant postgraduate qualification (A) → Evidence of and a commitment to substantial and sustained professional development (A) → Knowledge and understanding of a wide range of strategies and initiatives to raise standards and achievement, at all key stages (A, I) → Enhanced DBS check clearance → Right to work in the UK 	<ul style="list-style-type: none"> → Teaching experience in more than one school (A)