**PERSON SPECIFICATION**

**ASSOCIATE ASSISTANT HEADTEACHER**

**Head of Key Stage 3 and whole school mental health lead**

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| The recruitment process will test candidates against the criteria below.Sources of information to be used are:·         Application (A)·         References (R)·         Interview/selection days (I) |

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|   | **Essential** | **Desirable** | **Source** |
| **Qualifications and Training** |
| Good honours degree | ✔ |   | A |
| Qualified Teacher Status | ✔ |   | A |
| Evidence of further relevant substantial professional development | ✔ |   | A |
| Relevant higher degree and/or NPQ |   | ✔ | A |
| **Leadership Experience** |
| Teaching and leadership experience in a secondary setting | ✔ |   | A, R |
| Successful experience of leading educational change |   | ✔ | A, R, I |
| Experience of policy development, implementation and evaluation |  |  ✔ | A, R |
| Experience of being involved in digitally enabled education change |   | ✔ | A, I |
| Experience of leadership within Key Stage 3 |  | ✔ | A, I |
| **Knowledge and Understanding** |
| **The successful candidate will have an understanding of:** |
| The current national education agenda, particularly in terms of mental health and Key Stage 3 PSHE | ✔ |   | A, R, I |
| In-depth and up to date knowledge of safeguarding | ✔ |   | A, I, |
| How to secure sustainable school improvement for students in Key Stage 3 by implementing programmes to ensure that they can achieve to their full potential | ✔ |   | A, R, I |
| What constitutes outstanding provision | ✔ |   | R, I |
| Data analysis and its use in raising attainment and progress for students in Key Stage 3 | ✔ |   | R, I |
| The significance of interpersonal relationships and strategies for promoting individual and team development | ✔ |   | R, I |
| How to build and sustain effective relationships with parents, carers, other schools, external agencies, service providers, suppliers and the wider community | ✔ |   | R, I |
| The barriers some students face and evidence of working in partnership with a range of stakeholders to overcome these barriers | ✔ |  | A, I |
| How to design and implement an effective PSHE programme at Key Stage 3 | ✔ |  | A, I |
| Familiarity with academy trusts |   | ✔  | A, I |
| **Skills and Abilities** |
| **The successful candidate will have the ability to:** |
| Promote positive behaviour across the Key Stage and work closely with Heads of Year and the wider pastoral team to address behaviour concerns | ✔ |  | I, R |
| Create, articulate and secure commitment to a clear vision for the Key Stage 3, placing students’ outcomes first | ✔ |   | A I |
| Think and plan strategically in the short, medium and long term | ✔ |   | I, R |
| Command the respect of students, staff, parents and the wider community | ✔ |   | I, R |
| Inspire, challenge, motivate and empower teams and individuals to achieve high goals that are centred on the best possible student outcomes | ✔ |   | I, R |
| Deal sensitively with stakeholders and resolve conflicts | ✔ |   | I, R |
| Lead, prioritise, plan, organise and evaluate initiatives at Key Stage 3 | ✔ |   | I, R |
| Negotiate, delegate and consult effectively  | ✔ |   | I, R |
| **The successful candidate will have the following skills:** |
| Consistently good or outstanding teaching skills and a clear understanding of how to develop outstanding teaching and learning | ✔ |   | R, I |
| High order organisational skills and the ability to prioritise and work effectively under pressure and to tight deadlines | ✔ |   | R, I |
| Excellent communication skills, including the ability to present effectively to a range of audiences across different and wide-ranging groups | ✔ |   | R, I |
| High level interpersonal skills with the ability to empathise with students, staff and parents | ✔ |   | R, I |

**Personal qualities**

All of the following are considered essential for the post and will be assessed throughout the process:

* A career story that showcases ambition and can point to a commitment to drive excellence in order to raise standards and secure successful outcomes for all students
* Understanding of the importance of good mental health and an ability to design and implement a whole-school mental health programme
* Ability to design and implement an effective PSHE programme at Key Stage 3
* A track record of developing trusting and supportive working relationships with staff that fosters their confidence and inspires and challenges them to further achievement
* Understanding of the  barriers some students face and evidence of working in partnership with a range of stakeholders to overcome these barriers
* Experience of working with students at Key Stage 3 and implementing programmes to ensure that they can achieve to their full potential