



PERSON SPECIFICATION - Head of Achievement (Year 8/9)

ATTRIBUTES	ESSENTIAL	DESIRABLE
Education/ Qualifications	Qualified Teacher Status (QTS) or equivalent qualification recognised for teaching in England. Degree-level qualification or equivalent. Evidence of relevant and sustained professional development. Eligibility to work as a qualified teacher in England and fulfil the requirements of the Teachers' Standards.	National Professional Qualification (NPQ) or other recognised leadership qualification. Relevant qualification in pastoral leadership, safeguarding, inclusion, attendance or behaviour. Further postgraduate study relevant to educational leadership.
Experience	Successful experience of teaching in a secondary school. Experience of leading, managing or coordinating teams, projects or initiatives within an educational setting. Experience of improving student outcomes, including progress, attainment, attendance, behaviour or wellbeing. Experience of analysing and using data to identify priorities, implement interventions and evaluate impact. Experience of working effectively with parents, carers and external agencies. Experience of supporting students from a range of backgrounds, including those with SEND, disadvantaged students and vulnerable learners. Experience of managing challenging behaviour and implementing behaviour improvement strategies. Experience of leading assemblies, meetings, training sessions or presentations.	Experience in a pastoral leadership role such as Head of Year, Head of Achievement, Assistant Head of Year or equivalent. Experience of line managing teaching and non-teaching staff. Experience of leading attendance improvement strategies resulting in measurable impact. Experience of contributing to whole-school improvement initiatives. Experience of preparing evidence and documentation for governors, inspections or external reviews. Experience of managing budgets and resources. Experience organising trips and visits, including abroad
Knowledge & Understanding	Secure understanding of effective pastoral systems and student support strategies in secondary education. Thorough understanding of safeguarding and child protection responsibilities. Knowledge of attendance, behaviour, inclusion and wellbeing strategies which improve outcomes for young people. Understanding of current educational priorities and legislation relating to safeguarding, SEND, attendance, equality, diversity and inclusion. Understanding of restorative approaches and effective behaviour management systems. Knowledge of effective school improvement planning, monitoring and evaluation. Understanding of the importance of community cohesion, student voice and partnership working with families and external professionals.	Knowledge of current research relating to behaviour, attendance, wellbeing and personal development. Understanding of effective approaches to student leadership, character education and enrichment. Knowledge of strategies that improve outcomes for disadvantaged pupils. Understanding of the use of management information systems to monitor and improve student performance and welfare.

ATTRIBUTES	ESSENTIAL	DESIRABLE
Professional Skills/Attributes	Ability to provide clear strategic leadership and direction for a year group. Ability to motivate, support and challenge colleagues to secure high standards. Ability to hold staff and students to account while maintaining positive relationships. Ability to manage change and drive continuous improvement. Ability to delegate effectively and develop the skills of others. Ability to prioritise workloads, manage multiple demands and meet deadlines. Ability to make sound, evidence-based decisions under pressure. Excellent written and verbal communication skills. Ability to build positive and professional relationships with students, staff, parents and external agencies. Ability to communicate sensitive information with empathy, clarity and professionalism. Strong negotiation, influencing and conflict-resolution skills. Ability to represent the school positively in a variety of professional contexts.	Ability to use a wide range of self-evaluation strategies to identify strengths and areas for development within the Year Team Ability to use data systems and management information systems confidently to analyse trends and identify priorities. Ability to design and deliver staff training and professional development. Ability to contribute effectively to school marketing, communications and community engagement. Demonstrable commitment to innovation and continuous improvement. Ability to build partnerships that enhance opportunities and outcomes for students.
Personal Qualities	First class leadership qualities Commitment to the school's vision, values and ethos. High levels of integrity, professionalism and confidentiality. Resilience, emotional intelligence and a calm approach under pressure. Commitment to safeguarding and promoting the welfare of children and young people. Strong organisational skills and attention to detail. Ability to inspire confidence, trust and respect. Commitment to equality, diversity and inclusion. Flexible and adaptable approach to changing priorities. Commitment to continuous professional development.	Passion for pastoral leadership and student development. Ambition for all young people to achieve highly and participate fully in school life. Ability to act as a visible, approachable and positive role model for students and staff.