



Person Specification
Assistant Headteacher – Pupil Wellbeing, Behaviour & Attendance

<u>ATTRIBUTES</u>	<u>ESSENTIAL</u>	<u>DESIRABLE</u>	<u>HOW TESTED</u>
Qualifications and training			
Education	<ul style="list-style-type: none"> • Qualified teacher status • Graduate 	<ul style="list-style-type: none"> • Additional relevant qualifications 	A,E,&I
Professional Development	<ul style="list-style-type: none"> • Experience of planning and delivering CPD for staff in school • Professional development at middle leadership level 		A,E&I
Experience			
Teaching	<ul style="list-style-type: none"> • Experience both of leadership and class teaching across the Primary Key Stages • Outstanding classroom practitioner • Can demonstrate excellent behaviour strategies 	<ul style="list-style-type: none"> • Taught in a variety of settings • Experience of using these strategies across the Primary Phase • Experience as part of a leadership team 	A&E
Knowledge and understanding			
National Framework	<ul style="list-style-type: none"> • Understanding the conduct and value of performance management and appraisal systems • Awareness of current and future developments in education and the implications of these 	<ul style="list-style-type: none"> • Experience of performance management as a line manager/appraiser 	A&I
Governance	<ul style="list-style-type: none"> • Knowledge of the role of governors 	<ul style="list-style-type: none"> • First hand experience of working with governors • Knowledge of the role of the DCAT Trustees • Experience of undergoing an Ofsted inspection and its follow up 	I
Health and Well being	<ul style="list-style-type: none"> • Knowledge of the statutory requirements and other relevant legislation relating to child protection procedures and safeguarding • Undertaken relevant child protection training • Understanding of factors and strategies that can affect attendance • Experience of use of strategies to overcome barriers for learning 	<ul style="list-style-type: none"> • Experience of planning PSHE opportunities across the Primary age range 	A&I

National Curriculum (NC)	<ul style="list-style-type: none"> Understand planning from the NC Knowledge of the different assessment systems used to track progress and attendance 	<ul style="list-style-type: none"> Understand planning for the EYFS Experience of planning for the national curriculum across the primary age range Involvement in curriculum design and management 	A, E & I
Parents and the community	<ul style="list-style-type: none"> Understanding of the role which can be played by the parents and the community in supporting the academy to raise standards 	<ul style="list-style-type: none"> Good understanding of strategies which encourage parents and carers to support their children's learning & wellbeing 	A&I
Leadership and management			
Resources	<ul style="list-style-type: none"> Management of teaching resources Awareness of how to set and manage a budget 	<ul style="list-style-type: none"> Involved in the appointment and induction of staff Use of ICT for administration, resource and budget purposes 	I
Leadership	<ul style="list-style-type: none"> Lead by example to motivate pupils and staff to achieve high standards The use of a range of tools and evidence to improve attainment and attendance of children within a classroom environment Set high standards and provide a focus for improvement Undertaken whole school improvement work 	<ul style="list-style-type: none"> Experience of using a variety of information, including performance and attendance data, to support, monitor, evaluate and improve education of children at phase or whole school level Experience of playing a leading role in implementing a School Development Plan Experience of challenging under performance 	A,E&I
Management	<ul style="list-style-type: none"> Ability to manage change in a school, monitoring and evaluating its impact Knowledge and practice in using a range of behaviour management techniques 	<ul style="list-style-type: none"> Possess a good understanding of the differences between leadership and management Ability to support staff in using a range of behaviour management techniques 	A&I
Standards	<ul style="list-style-type: none"> Understand the characteristics of a good school/academy Awareness of strategies to raise pupil achievement and good attendance through behaviour for learning 	<ul style="list-style-type: none"> Knowledge of the new SEND code of practice Involved in setting targets as a class teacher in working alongside a SENDCO in supporting a child's EHC plan 	A&I
Personal Attitudes and Attributes			
Education Philosophy	<ul style="list-style-type: none"> A commitment to supporting the Christian ethos of Christ Church CE Primary & Nursery Academy A determination to progress school improvement and a desire to fulfil each child's potential 	<ul style="list-style-type: none"> Practicing Christian 	A,E&I

	<ul style="list-style-type: none"> • A commitment to inclusive education and willingness to respond to the needs of individual learners 		
Personal Qualities	<ul style="list-style-type: none"> • Flexible and approachable • Resilient under pressure • An excellent health and attendance record • Good organisational skills • Optimism • Inspirational 		A,E&I

A: Application

E: Supporting evidence from reports, references, certificates

I: Interview