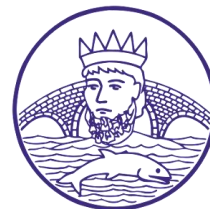


King Athelstan Primary School

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Headteacher: Emily Newton

ASSISTANT HEAD TEACHER PERSON SPECIFICATION

Selection for interview will be based on the criteria outlined in this form. At each stage of the process an assessment will be made by the appointment panel to determine how far the criteria have been met. Candidates who do not meet asterisked (*) criteria will not be considered.

Criteria should be addressed on the application form and/or in the statement of application as indicated. Criteria will be further tested later in the process through interviews and observation of teaching.

When completing your statement of application you should ensure that you provide supporting evidence of how you meet the criteria through reference to recent work or other relevant experience.

1. Education, qualifications and training

- * (a) DfE qualified teacher status and GTC registration.
- * (b) Teaching experience across primary range.
- * (c) SENDCo qualification or commitment to completing this on commencement of the role.
- (d) Commitment to own professional development

2. Experience

- * (a) Minimum of 5 years teaching in a range of year groups.
- * (b) Excellent classroom practice.
- * (c) Successful leadership of inclusion or aspects of inclusion.
- * (d) Knowledge and understanding of strategies to support vulnerable pupils particularly those with SEND.
- * (e) Leadership experience as SENDCo or aspects of Inclusion.
- * (f) Experience as a Designated Safeguarding Lead or commitment to complete Level 3 training on commencement of the role..

3. Skills and abilities

- * (a) Ability to motivate pupils and manage their behaviour effectively.
- (b) Ability to work collaboratively with colleagues and the wider school community in the development of the school.
- (c) Ability to communicate effectively and sensitively with a wide variety of people, including children, staff, parents/carers and the governing body.
- * (d) Ability to inspire, enthuse, motivate and influence colleagues to develop and improve their practice to achieve consistently high quality learning and teaching.
- * (e) Ability to challenge and support colleagues in order to raise the standards of learning and teaching and improve outcomes for all pupils.
- * (f) Ability to introduce and lead new initiatives within the school.
- (g) Competent ICT skills including use of information management and assessment systems.
- (h) Effective time management and exceptional organisational skills with the proven ability to work under pressure.

4. Knowledge and Understanding

- * (a) Knowledge of key documentation, guidance and initiatives relating to Primary Schools and Children's Centres particularly related to SEND, Inclusion and Safeguarding..
- * (b) A clear understanding of the features of outstanding learning and teaching
- * (c) A thorough understanding of the purposes and value of excellent planning and assessment and how monitoring and tracking progress can improve standards across the school including the use of end of phase assessment in EYFS, KS1 and KS2.
- (d) A strong understanding of the importance of a broad and balanced curriculum and how this can be achieved creatively through themed planning.
- (e) Understanding of how the wellbeing of children affects their ability to learn effectively.
- (f) Broad understanding of multi-agency approaches.

5. Commitments

- * (a) Commitment to all aspects of inclusive education.
- * (b) Commitment to achieving high standards and challenge for all pupils.
- * (c) Commitment to ensuring provision meets the needs of individuals, allowing them to thrive at school.
- (d) Commitment to ensuring all children make expected or better than expected progress.
- (e) Commitment to encouraging participation of parents/carers and the wider community in the life of the school.

November 2017