# PERSON SPECIFICATION

**Assistant Headteacher Progress and Achievement**

| Essential  | Desirable | Evidence |
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| Qualifications and experience |
| * First degree.
* Qualified teacher status.
* A continued commitment to own professional development.
* As a middle leader within the same phase school/academy.
* Teaching experience within the designated age range.
* Of child-safeguarding issues and successful use of measures that promote and ensure the safe-guarding of children.
 | * Further relevant professional studies.
* Experience of more than one school/academy.
* Experience of more than one key stage.
 | Application formCertificatesReferences |
| Leading strategically with specific reference to specialism |
| Knowledge and understanding of* Models of effective leadership and organisational structures.
* New technologies and their potential impact.
* Strategic planning processes, tools and techniques.
* Ways of achieving stakeholder and community engagement.
* Leading change, creativity and innovation.

Skills:

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| * Think strategically, analytically and creatively.
* Deal with complexity and uncertainty.
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| * Build a vision and communicate clear purpose and sense of direction.
* Anticipate, lead and manage change.
* Use research to support and challenge practice.
* Inspire, challenge, motivate and empower others to attain challenging outcomes.
* Celebrate achievement and acknowledge excellence.
* Model the vision and values of the school.
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 | Knowledge and understanding of:* Developments in education at local, national and global levels.

Skills:* Work strategically with governing board.
* Demonstrate political acumen.
* Build capacity and achieve sustainability.
 | Application formCertificatesReferences |
| Leading teaching and learning with specific reference to specialism |
| Knowledge and understanding of:

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| * Methods to ensure the specified teaching standards 2012 are harnessed and maintained by all teaching staff.
* Curriculum design and management.
* Ways of applying effective practice and research evidence to improve outcomes.
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| * Principles of quality learning, teaching and assessment including school review and self-evaluation.
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| * Use of external support and expertise.
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| * New technologies to support learning and teaching.
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| * Strategies for improving outcomes and achieving excellence for all.
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| * Tools for data collection and analysis.
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 | Knowledge and understanding of:* Political impact of external, community or family factors on learning.
* Behaviour and attendance management.
* Timetable preparation and management.
 | Application formLetter of applicationReferencesInterviews |
| Skills:

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| * Design, develop and deliver the curriculum.
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| * Demonstrate equality and diversity in teaching and learning.
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| * Achieve the best possible learning outcomes for all.
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| * Use developmental models for teaching and learning.
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| * Engage parents in student’s teaching and learning.
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| * Manage and use performance data.
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| * Deploy technology to support teaching and learning.
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| * Develop and use effective assessment and moderation systems.
* Understand whole school culture of best practice in teaching and learning.
* Understand flexible and comprehensive learning opportunities for all students.
* Capitalise on appropriate sources of external support and expertise.
* Evaluate, review and develop systems and structures.
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| Leading the organisation with specific reference to specialism |
| Knowledge and understanding of:* Employment market, effective recruitment, deployment and management of staff.
* Technology to enhance organisational effectiveness.
* Strategies to maximise contributions from the workforce.
* Accountability frameworks.

Skills:

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| * Seek expertise and advice from within and outside the school.
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| * Delegate, collaborate and distribute leadership.
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| * Manage others within an accountability framework.
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| * Create an environment which enables people to perform at their best and underpins effective employee relations.
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 | Knowledge and understanding of:* Legal issues relating to leading and managing a school, derived from all relevant statutory and regulatory frameworks.
* Development of and access to school buildings and facilities.
* Strategic financial planning, budget management and principles of best value.
* Organisational development, planning and implementing change.
* Project management techniques.

Skills:* Manage the school's financial, human and physical resources.
* Establish structures and systems so operational decisions are based on informed discussion.
* Develop and sustain a safe, secure and healthy school environment.
* Create a working environment which takes account of workload and work-life balance.
* Manage industrial relations.
 | Application formLetter of applicationReferencesInterviews |
| Leading people with specific reference to specialism |
| Knowledge and understanding of:

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| * Significance of interpersonal relationships, including impact on teacher performance and pupil learning.
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| * Performance management, continuous professional development and sustained school improvement.
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| * Building motivation, including the importance of celebrating achievement.
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| * Own performance, ways of obtaining feedback and how to improve.
* Support and development systems for individuals and teams.
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 | Knowledge and understanding of:* Building and sustaining a learning community within a diverse workforce.
 | Application formLetter of applicationReferencesInterviews |
| Skills:

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| * Develop self-awareness, self-management and self-confidence and use effectively.
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| * Listen, reflect and communicate effectively.
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| * Give feedback and provide support to improve performance.
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| * Hold people to account and challenge under performance.
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| * Develop a culture of learning and continuous professional development.
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| * Receive and act on feedback to build on strengths and improve personal performance.
* Create a culture which encourages ideas and contributions from others.
* High standards of personal and professional conduct.
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 | Skills:* Negotiate and manage conflict, providing appropriate support.
* Foster an open, fair and equitable culture.
* Motivate, develop, empower and sustain individuals and teams.
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| Leading in the community with specific reference to specialism |
| Knowledge and understanding of:

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| * Multi-agency work (including the team around the student), benefits and risks of multi-agency working.
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| * Collaboration and partnership working (including school, home, community and business partnerships).
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| * Wider curriculum beyond the school and opportunities it provides.
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Skills:

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| * Establish and engage in partnerships, including working with multi-agency teams.
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| * Consult, engage and communicate with staff, pupils, parents and carers to enhance pupil’s learning.
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| * Engage in cross phase working and transition issues.
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 | Knowledge and understanding of:* Extended service provision, commissioning and contracting.
* The diversity of professional cultures and ways of working.
* Diversity and community cohesion issues.
* Strengths, capabilities and objectives of other schools, services and agencies.

Skills:* Collaborate and work within and across the community.
* Engage the community in systematic evaluation of the school's work and act on outcomes.
* Take a leadership role within and across the community.
* Engage in school-to-school collaboration and contribute to leadership in the wider education system.
* Contribute to achievement of community cohesion.
* Broker and commission services.
 | Application formLetter of applicationReferencesInterviews |