

## Person Specification

### Assistant Headteacher - Student Progress & Development (Boys' School) Pastoral & Safeguarding and shared responsibility for Student Progress & Development (Boys' & Girls' Schools)

Criterion	Essential	Desirable
<b>Professional Qualifications</b>	<ul style="list-style-type: none"> <li>• A good degree</li> <li>• Qualified Teacher Status</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of continuing professional development</li> </ul>
<b>Skills and Attributes</b>	<ul style="list-style-type: none"> <li>• Effective and sensitive communicator to a range of audiences</li> <li>• Ability to successfully present, inform, interact and consult with staff</li> <li>• Sensitivity to the school ethos</li> <li>• Willingness to review and if necessary revise a standpoint</li> <li>• Willingness to seek advice and support when necessary</li> <li>• Approachable</li> <li>• Enthusiastic leader with ability to inspire trust and confidence and motivate others</li> <li>• Ability to foster mutual respect in students and adults, showing sensitivity, humour, decisiveness, flexibility and authority</li> <li>• Good problem solving skills</li> <li>• Organised, and able to work calmly and effectively under pressure</li> <li>• Can motivate and encourage others</li> </ul>	

	<p>especially in a period of challenge and change</p> <ul style="list-style-type: none"> <li>• Experience of leading whole school initiatives</li> <li>• Excellent written and oral communication skills</li> <li>• Good judgement of people and situations</li> <li>• The diplomatic and PR skills to deal with complex and difficult situations involving any school stakeholder</li> <li>• Proven track record of outstanding behaviour management in a whole school setting</li> <li>• Gravitas and presence</li> <li>• Good judgement of people and situations</li> </ul>	
<b>Student Progress &amp; Development</b>	<ul style="list-style-type: none"> <li>• Substantial, recent and successful experience of improving standards of student progress &amp; development over time in a school setting</li> <li>• Evidence of being passionate about student welfare and of how this passion has had a demonstrably positive impact on students' well being</li> <li>• Evidence of being rated as an outstanding practitioner</li> <li>• Understanding of how data can be</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of applying educational research to improve teaching practice</li> <li>• Experience of designing and implementing strategies to 'narrow the gap' between the performance of different groups of students</li> </ul>

	<p>used for the purpose of school evaluation and improvement</p> <ul style="list-style-type: none"> <li>• Experience of, and commitment to, the education of the whole person promoting social and emotional wellbeing in addition to academic development</li> <li>• High expectations of students and colleagues</li> </ul>	
<b>Strategic Direction and Development</b>	<ul style="list-style-type: none"> <li>• Able to lead, develop, share and realise strategic plans relevant to whole school Student development, behaviour and wellbeing</li> <li>• Able to motivate, challenge and empower others to deliver an improvement plan</li> <li>• Knowledge and understanding of educational trends</li> <li>• Impart new educational trends to staff</li> <li>• Commitment to the use of emerging technologies</li> <li>• Understanding of the key strategic elements of pastoral support and safeguarding provision in school</li> </ul>	
<b>Accountability</b>	<ul style="list-style-type: none"> <li>• Ability to build and maintain effective links with stakeholders</li> </ul>	

	<ul style="list-style-type: none"> <li>• Ability to engage with parents in the education of their children</li> <li>• Ability to develop and present a coherent and accurate account of performance to a range of audiences including parents and external agencies</li> </ul>	
<b>Leading and Managing Staff</b>	<ul style="list-style-type: none"> <li>• Ability to contribute to the recognition and effective use of the talents of the teaching and non-teaching teams</li> <li>• Ability to undertake effective performance management and development of staff</li> <li>• Ability to take difficult decisions and convey outcomes clearly and sensitively</li> <li>• Ability to foster an open, fair and equitable culture within the School</li> <li>• Ability to work collaboratively with others</li> </ul>	
<b>Managing Resources</b>	<ul style="list-style-type: none"> <li>• Ability to use a range of data to ensure effective monitoring of attendance, punctuality and behaviour developments at Hasmonian</li> </ul>	