**Person Specification for Assistant Headteacher**

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| --- | --- | --- | --- | --- | --- |
| **Qualifications and experience:** | **Essential** | **Desirable** | **A** | **I** | **R** |
| 1. Qualified teacher status
 | ✔ |  | ✔ |  |  |
| 1. At least five years’ teaching experience
 | ✔ |  | ✔ |  |  |
| 1. Degree or equivalent
 | ✔ |  | ✔ |  |  |
| 1. A higher degree
 |  | ✔ | ✔ |  |  |
| 1. Evidence of other further professional development
 |  | ✔ | ✔ |  |  |
| 1. Experience in more than one school
 |  | ✔ | ✔ |  |  |
| 1. Experience of school development: planning and implementing the vision to take the school forward
 | ✔ |  | ✔ | ✔ |  |
| 1. Evidence of successful leadership and management through monitoring and evaluation strategies to raise the standards of the quality of teaching and learning and student outcomes
 | ✔ |  | ✔ | ✔ | ✔ |
| 1. Experience of developing, leading or supporting pastoral initiatives that have significantly improved student discipline, behaviour and attitudes
 |  | ✔ | ✔ | ✔ |  |
| 1. Experience of developing, leading or supporting initiatives that have significantly improved student outcomes
 |  | ✔ | ✔ | ✔ |  |

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| **Professional knowledge and understanding, skills and attributes:** | **Essential** | **Desirable** | **A** | **I** | **R** |
| 1. An understanding of the characteristics of an effective school
 | ✔ |   | ✔ | ✔ |  |
| 1. The ability to achieve challenging professional targets
 | ✔ |  | ✔ |  | ✔ |
| 1. The ability to develop and implement policy and practice which reflects the school’s commitment to high achievement
 | ✔ |  | ✔ | ✔ |  |
| 1. The capacity to monitor and evaluate the quality of education and standard of students’ achievement
 | ✔ |  |  | ✔ |  |
| 1. The ability to build and lead teams efficiently and effectively using skills of motivation, delegation and time management
 | ✔ |  | ✔ | ✔ | ✔ |
| 1. The ability to analyse, understand and interpret both qualitative and quantitative data
 | ✔ |  |  | ✔ |  |
| 1. The ability to contribute effectively to the development of whole-school policy and practice. Evidence of involvement in whole-school development/activities
 | ✔ |  | ✔ | ✔ | ✔ |
| 1. The ability to set standards and provide a role model for students and other staff in teaching and learning within his/her subject specialism and across the school
 | ✔ |  | ✔ | ✔ | ✔ |
| 1. The ability to promote the ethos, aims and objectives of the school to the wider community
 | ✔ |  |  | ✔ | ✔ |
| 1. The ability to use ICT to enhance and support teaching, learning and management
 | ✔ |  |  | ✔ |  |
| 1. Evidence of involvement and understanding of pastoral needs of students
 | ✔ |  | ✔ | ✔ |  |
| 1. The ability to set up and monitor systems to ensure the effective management and deployment of human and material resources
 | ✔ |  | ✔ | ✔ | ✔ |
| 1. To be able to judge when to make a decision, when to consult and when to defer to Headteacher and/or Deputy Headteacher
 | ✔ |  |  | ✔ | ✔ |
| 1. Evidence of working in a range of different school contexts
 |  | ✔ | ✔ | ✔ |  |

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| **Personal skills and attributes:** | **Essential** | **Desirable** | **A** | **I** | **R** |
| 1. Leadership skills – the ability to lead and manage people to work towards common goals and using appropriate leadership styles in different situations
 | ✔ |  | ✔ | ✔ | ✔ |
| 1. Decision-making skills - the ability to investigate, solve problems and make decisions
 | ✔ |  |  | ✔ |  |
| 1. Excellent communication skills (both orally and in writing) – the ability to make points clearly and understand the views of others
 | ✔ |  | ✔ | ✔ |  |
| 1. Ability to develop new ideas
 | ✔ |  |  | ✔ | ✔ |
| 1. Personal impact and presence
 | ✔ |  |  | ✔ | ✔ |
| 1. Energy, determination and perseverance
 | ✔ |  |  | ✔ | ✔ |
| 1. Reliability and Integrity
 | ✔ |  |  | ✔ | ✔ |

**Key to methods of assessment**

A = Application I = Interview/Tasks R = Reference