



New Marston Primary School

Assistant Headteacher Selection Criteria

The selection criteria, set out here, show the key abilities and skills required for this leadership opportunity.

The selection panel will assess each candidate against the criteria listed, expecting them to demonstrate knowledge and understanding of each area and show evidence of having applied (or awareness of how to apply) this knowledge and understanding in a primary school context.

- References and other employment checks at shortlisting stage

	Essential	Desirable
Education and training	<p>Qualified teacher status.</p> <p>School senior leadership experience.</p>	<p>Relevant higher-level qualification eg Ambition School Leadership, Masters or SENCo award</p>
Relevant experience	<p>Achieving high standards and progress in whole school attainment.</p> <p>Leading continued improvement of teaching and learning.</p> <p>Leading and managing change within a school.</p> <p>Being an excellent classroom teacher</p>	<p>Leading in a school that required rapid improvement.</p>
Personal qualities	<p>Excellent written and oral communicator – with children, parents and staff.</p> <p>Inspirational leader, able to challenge and motivate others to attain challenging outcomes.</p> <p>Develops relationships characterised by integrity transparency and respect.</p> <p>Excellent people manager – able to delegate responsibilities and empower others to carry vision through.</p> <p>Models a healthy work-life balance.</p> <p>Visible, approachable, confident and energetic.</p>	

Shaping the future	<p>Helping to implement a shared vision and strategic plan which inspires and motivates our children, staff and community.</p> <p>Leading and working with colleagues to deliver accountable and empowered change.</p>	<p>Building, developing and retaining a successful team.</p>
Leading teaching and learning	<p>Setting high expectations of all pupils and celebrating improvement and achievement at all levels.</p> <p>Monitoring, challenging and supporting teachers to progress to excellence.</p> <p>Developing and leading a programme of moderation.</p> <p>Creating flexible and comprehensive learning opportunities as part of a broad curriculum.</p> <p>Using research to support and challenge practice.</p> <p>Confidently analysing data – able to analyse and interpret various sources of data, benchmarks and feedback to monitor and ensure progress for every child.</p>	<p>Understanding and applying strategies for improving outcomes and achieving excellence for specific pupil groups (SEND, prior high/middle/low attainers, boys/girls, EAL, PP etc).</p>
Developing self and working with others	<p>Understanding interpersonal relationships, including their impact on teacher performance and pupil learning.</p> <p>Completing relevant personal CPD.</p> <p>Implementing effective CPD plans and pathways for others, including nonteaching staff.</p> <p>Delegating effectively and training others in how to delegate.</p> <p>Holding people to account and challenging under performance.</p> <p>Listening, reflecting and communicating effectively</p> <p>Asking for and reflecting on feedback on own performance.</p>	<p>Supporting the HT and DHT to lead performance management, CPD and sustained school improvement.</p>

Managing the school	Alongside the HT and DHT, undertaking rigorous, accurate school self-evaluation and using its outcomes to improve outcomes for pupils.	
Knowledge	<p>Knowledge of changes across the schools sector and the ability to creatively and positively manage their impact for the good of their school.</p> <p>Knowledge of issues and best practice in teaching and learning, care and welfare, safeguarding, SEND, Pupil Premium and curriculum development.</p>	<p>Knowledge of appropriate educational legislation and regulations, including Equal Opportunities and Data Protection.</p>
Safeguarding and wellbeing	Forming and maintaining appropriate relationships and personal boundaries with children, staff and other stakeholders	Working with other professionals involved in safeguarding.