

Lion Academy Trust Person Specification – Assistant Head Teacher (Teaching and Learning):

Category	Essential	Desirable
1. Qualifications/ Professional Development	Education and Training <ul style="list-style-type: none"> Must hold qualified teacher status. Evidence of professional development across career to date. 	<ul style="list-style-type: none"> Postgraduate level qualification NPQH award or Leadership Pathways certification Experience of working with other schools/organisations/agencies Experience of leading/coordinating professional development opportunities
2. Experience	<ul style="list-style-type: none"> Successful proven experience of leadership as a core subject leader/ Assistant Headteacher. Sustained high quality teaching experience including an understanding of the Early Years Foundation Stage and of both Key Stages 1 & 2. A sound understanding of recent developments in education practice, assessment, performance management and OFSTED inspections. Experience of using school data to establish benchmarks, set targets and evaluate for improvement. Experience of effectively managing staff performance and supporting professional development. Successful proven experience of leading, developing, implementing and monitoring whole school policy for all areas of a core subject or for inclusion. Evidence of the ability to develop excellent relationships with young people and adults. 	<ul style="list-style-type: none"> Teaching experience in at least 2 of the 3 key stages. Curriculum leadership in one or more core subjects Experience of teaching in more than one school Experience of managing a mixture of form entry Experience as AHT
3. Knowledge, Skills and Qualities	<ul style="list-style-type: none"> A good understanding of school leadership and school improvement needed to achieve outstanding student progress and personal development. Knowledge and understanding of effective strategies for supporting the learning needs of more able children and children with Special Educational Needs and disabilities. Ability to deploy resources effectively to achieve the priorities set out in the School Improvement Plan. Ability to inspire, lead and motivate staff and pupils. Ability to lead and manage change. Ability to evaluate patterns and trends and implement practical solutions to key school issues. 	<ul style="list-style-type: none"> Knowledge of the role of the governing body Evidence of having successfully translated vision into reality at whole school level
4. Teaching and Learning	<ul style="list-style-type: none"> A secure understanding of the requirements of the National Curriculum and Early Years development Knowledge and experience of a range of successful teaching and learning strategies to meet the needs of all pupils 	<ul style="list-style-type: none"> Understanding of successful teaching and learning across the entire curriculum across all key stages Successful experience in creating

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	<ul style="list-style-type: none"> A secure understanding of assessment strategies and the use of assessment to inform the next stages of learning Experience of effective monitoring and evaluation of teaching and learning Secure knowledge of statutory requirements relating to the curriculum and assessment Understanding of the characteristics of an effective learning environment and the key elements of successful behaviour management 	<p>an effective learning environment and in developing and implementing policy and practice relating to behaviour management</p> <ul style="list-style-type: none"> Whole school curriculum leadership Promoting SMSC of pupils across the curriculum
5. Leading and Managing Staff	<ul style="list-style-type: none"> Experience of working and leading support staff teams Ability to delegate work and support colleagues in undertaking responsibilities Experience of performance management and supporting the professional development of colleagues Understanding of effective resource deployment 	<ul style="list-style-type: none"> Successful involvement in staff recruitment, appointment/induction, Understanding of how financial and resource management enable a school to achieve its educational priorities
6. Accountability	<ul style="list-style-type: none"> Ability to communicate effectively, orally and in writing to a range of audiences – e.g. staff, pupils, parents, governors, Experience of effective departmental self-evaluation and improvement strategies Ability to provide clear information and advice to staff and governors Secure understanding of current practice in performance management, including capability 	<ul style="list-style-type: none"> Experience of presenting reports to governors, leadership teams and Executives Leading sessions to inform parents Experience of offering challenge and support to improve performance
7. Skills, Qualities & Abilities	<ul style="list-style-type: none"> A clear understanding of and commitment to the development of the Lion Academy Trust. An adaptable leadership style which encourages leadership from others and celebrates success. Determination and resilience. Sensitivity and wisdom in managing relationships with students, parents and staff. High level interpersonal and communication skills with the capacity to influence at all levels. High expectations of student achievement, conduct and behaviour. A commitment to collaborative working, both within the School and across the Lion Academy Trust. Openness, sense of humour, energy and enthusiasm. 	

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8. References	<ul style="list-style-type: none"> Positive recommendation in professional references Satisfactory pre employment checks 	<ul style="list-style-type: none"> Professional reference without reservations. Strong positive examples of leadership impact
9. Safeguarding	<ul style="list-style-type: none"> Lion Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. 	

Note to Applicants:

- The Recruitment Team are advised to focus on determining whether the candidates meet the requirements in relation to the broad categories, rather than in relation to the individual criteria that are used to illustrate them.
- The criteria may be evidenced across a broad continuum, ranging from evidence that is minimal through to evidence that is substantial and secure.
- It is expected that evidence of meeting these criteria will be gathered from scrutinising the candidate's application and observing all the various aspects of the interview process.
- The Recruitment Team may wish to determine at the outset in which aspects of the selection process they will seek to find evidence to meet the above criteria.