



**Grestone Academy**  
**Part of Hamstead Hall Academy Trust**

**PERSON SPECIFICATION**

**Assistant Head of School – Phase Leader – EYFS & Year 1**

|                               | ESSENTIAL   | DESIRABLE  |
|-------------------------------|---|--|
| <b>Initial Qualifications</b> | <ul style="list-style-type: none"> <li>*An Honours Degree</li> <li>*Qualified Teacher status.</li> <li>*Successful completion of induction</li> </ul>   | <ul style="list-style-type: none"> <li>*Evidence of personal commitment to continuous professional development</li> <li>*Leadership course attendance within past two year</li> </ul>  |
| <b>Experience</b>             | <ul style="list-style-type: none"> <li>*Successful primary teaching experience</li> <li>**Understanding of how children learn in a high achieving and successful school</li> <li>**Responsibility for leading a core subject across the school.</li> <li>**Building and sustaining effective working relationships with staff, governors and parents in the wider community.</li> <li>**Knowledge of Child Protection procedures</li> <li>**Successful team member in a professional setting</li> </ul>   | <ul style="list-style-type: none"> <li>*Former responsibility at phase or whole school level for raising standards</li> <li>*Experience of leading teams to achieve a specific outcome for children</li> <li>**Evidence of the development of policy or curriculum schemes of work</li> <li>*Successful teaching experience in more than one phase</li> <li>*Experience of working closely with parents to improve the educational outcomes of pupils</li> </ul> |
| <b>Skills/Aptitudes</b>       | <ul style="list-style-type: none"> <li>**Evidence of strong professional subject knowledge</li> <li>**Understanding of new OFSTED framework regarding learning and teaching and leadership and management</li> <li>**Ability to plan lessons effectively for all pupils in a class, setting clear learning intentions and differentiating tasks and ability to demonstrate best practice to colleagues</li> <li>**Knowledge and understanding of positive behaviour strategies and dealing with specific behaviour issues</li> <li>**Ability to challenge and inspire colleagues</li> <li>**Strong ICT skills including the use of interactive whiteboard for teaching</li> <li>**Clear understanding and commitment to safeguarding procedures</li> <li>**Ability to analyse data and pinpoint key issues to inform staff of the way forward.</li> </ul> | <ul style="list-style-type: none"> <li>**An understanding of delegated leadership and its challenges</li> <li>**Evidenced experience of raising standards within key whole school priorities</li> <li>**An understanding of/and experience of working towards whole school awards</li> <li>**Ability to raise school achievement through wider professional input</li> </ul>   |

|                              |   |  |
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| <b>Personal Qualities</b>    | <p>**To relish challenge and perform effectively in this significant key role</p> <p>**Ability to take responsibility for others' performance</p> <p>**To be able to lead by example</p> <p>**Tenacity and commitment while working under pressure</p> <p>**Ability to think strategically</p> <p>**Ability to organise, prioritise and delegate</p> <p>**The ability to synthesise information quickly and effectively whilst maintaining an intensive workload</p> <p>**Ability to manage time effectively and work to deadlines</p> <p>**Good team player</p> <p>**Ability to enthuse and motivate</p> <p>**A commitment to providing extra-curricular activities and an understanding of its impact upon school ethos</p> <p>**Good communication skills both orally and in writing</p> | <p>**Ability to lead effective meetings with a clear agenda</p> <p>**Have a personal impact and presence</p> <p>**Ability to self-manage</p> |
| <b>Other</b>                 | <p>**A commitment to involve pupils, parents, Governors and the community in the work of the academy.</p> <p>**Promotion of positive behaviour strategies and constructive handling of problems.</p> <p>*Commitment to inclusive practices</p> <p>**An awareness, understanding and commitment to equal opportunities.</p>  | <p>**Governance experience/involvement with governors</p>  |
| <b>Physical Requirements</b> | <p>"...maintain high standards in their own attendance and punctuality" (Teachers standards 2012)</p> <p>Professional appearance</p>  |  |
| <b>Contra-indications</b>    | <p>*Criminal convictions involving offences against children</p>  |  |

Those elements marked \*will be assessed in your application.

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February 2018



**Grestone Academy**  
**Part of Hamstead Hall Academy Trust**

**PERSON SPECIFICATION**

**Assistant Head of School – Phase Leader – Years 2, 3 & 4**

|                               | ESSENTIAL   | DESIRABLE  |
|-------------------------------|---|--|
| <b>Initial Qualifications</b> | <ul style="list-style-type: none"> <li>*An Honours Degree</li> <li>*Qualified Teacher status.</li> <li>*Successful completion of induction</li> </ul>   | <ul style="list-style-type: none"> <li>*Evidence of personal commitment to continuous professional development</li> <li>*Leadership course attendance within past two year</li> </ul>  |
| <b>Experience</b>             | <ul style="list-style-type: none"> <li>*Successful primary teaching experience</li> <li>**Understanding of how children learn in a high achieving and successful school</li> <li>**Responsibility for leading a core subject across the school.</li> <li>**Building and sustaining effective working relationships with staff, governors and parents in the wider community.</li> <li>**Knowledge of Child Protection procedures</li> <li>**Successful team member in a professional setting</li> </ul>   | <ul style="list-style-type: none"> <li>*Former responsibility at phase or whole school level for raising standards</li> <li>*Experience of leading teams to achieve a specific outcome for children</li> <li>**Evidence of the development of policy or curriculum schemes of work</li> <li>*Successful teaching experience in more than one phase</li> <li>*Experience of working closely with parents to improve the educational outcomes of pupils</li> </ul> |
| <b>Skills/Aptitudes</b>       | <ul style="list-style-type: none"> <li>**Evidence of strong professional subject knowledge</li> <li>**Understanding of new OFSTED framework regarding learning and teaching and leadership and management</li> <li>**Ability to plan lessons effectively for all pupils in a class, setting clear learning intentions and differentiating tasks and ability to demonstrate best practice to colleagues</li> <li>**Knowledge and understanding of positive behaviour strategies and dealing with specific behaviour issues</li> <li>**Ability to challenge and inspire colleagues</li> <li>**Strong ICT skills including the use of interactive whiteboard for teaching</li> <li>**Clear understanding and commitment to safeguarding procedures</li> <li>**Ability to analyse data and pinpoint key issues to inform staff of the way forward.</li> </ul> | <ul style="list-style-type: none"> <li>**An understanding of delegated leadership and its challenges</li> <li>**Evidenced experience of raising standards within key whole school priorities</li> <li>**An understanding of/and experience of working towards whole school awards</li> <li>**Ability to raise school achievement through wider professional input</li> </ul>   |

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February 2018



**Grestone Academy**  
**Part of Hamstead Hall Academy Trust**

**PERSON SPECIFICATION**

**Assistant Head of School – Phase Leader – Years 5, 6 & Transition**

|                               | ESSENTIAL  | DESIRABLE  |
|-------------------------------|--|--|
| <b>Initial Qualifications</b> | <ul style="list-style-type: none"> <li>*An Honours Degree</li> <li>*Qualified Teacher status.</li> <li>*Successful completion of induction</li> </ul>  | <ul style="list-style-type: none"> <li>*Evidence of personal commitment to continuous professional development</li> <li>*Leadership course attendance within past two year</li> </ul>  |
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