

# Grestone Academy Part of Hamstead Hall Academy Trust

#### **PERSON SPECIFICATION**

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

|                           | ESSENTIAL   | DESIRABLE  |
|---------------------------|---|--|
| Initial<br>Qualifications | *An Honours Degree  *Qualified Teacher status.  | *Evidence of personal<br>commitment to continuous<br>professional development  |
|                           | *Successful completion of induction   | *Leadership course attendance<br>within past two year  |
| Experience                | *Successful primary teaching experience  **Understanding of how children learn in a high achieving and successful school  **Responsibility for leading a core subject across the school.  **Building and sustaining effective working relationships with staff, governors and parents in the wider community.  **Knowledge of Child Protection procedures   | *Former responsibility at phase or whole school level for raising standards  *Experience of leading teams to achieve a specific outcome for children  **Evidence of the development of policy or curriculum schemes of work  |
|                           | **Successful team member in a professional setting  | *Successful teaching experience in more than one phase  *Experience of working closely with parents to improve the   |
| Skills/Aptitudes          | **Evidence of strong professional subject knowledge  **Understanding of new OFSTED framework regarding learning and teaching and leadership and management  **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  **Knowledge and understanding of positive behaviour strategies and dealing with specific behaviour issues  **Ability to challenge and inspire colleagues  **Strong ICT skills including the use of interactive whitebeard for teaching  **Clear understanding and commitment to safeguarding procedures  **Ability to analyse data and pinpoint key issues to inform staff of the way forward. | **An understanding of delegated leadership and its challenges  **Evidenced experience of raising standards within key whole school priorities  **An understanding of/and experience of working towards whole school awards  **Ability to raise school achievement through wider professional input |

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

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

Those elements marked \*\*will be assessed in your application and during the selection process e.g. interview, presentation.

February 2018



## Grestone Academy Part of Hamstead Hall Academy Trust

#### **PERSON SPECIFICATION**

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

| **Understanding of how children learn in a high achieving and successful school  **Responsibility for leading a core subject across the school.  **Building and sustaining effective working relationships with staff, governors and parents in the wider community.  **Knowledge of Child Protection procedures  **Successful team member in a professional setting  **Successful team member in a professional setting  **Experience of working closely with parents to improve the educational outcomes of pupils  **Understanding of new OFSTED framework regarding learning and teaching and leadership and management  **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  **Knowledge and understanding of positive behaviour strategies and dealing with specific behaviour issues  **Ability to challenge and inspire colleagues  **Strong ICT skills including the use of interactive whitebeard for teaching  **Clear understanding and commitment to safeguarding procedures  **Ability to analyse data and pinpoint key issues to inform staff of   |                  | ESSENTIAL   | DESIRABLE                         |
|---|------------------|---|-----------------------------------|
| *Qualified Teacher status.  *Successful completion of induction  *Leadership course attendance within past two year  *Successful primary teaching experience  **Understanding of how children learn in a high achieving and successful school  **Responsibility for leading a core subject across the school.  **Building and sustaining effective working relationships with staff, governors and parents in the wider community.  **Knowledge of Child Protection procedures  **Successful team member in a professional setting  **Successful team member in a professional setting  **Successful team member in a professional setting  **Successful teaching experience of working closely with parents to improve the educational outcomes of pupils  **Lidence of strong professional subject knowledge  **Experience of working closely with parents to improve the educational outcomes of pupils  **An understanding of new OFSTED framework regarding learning and teaching and leadership and management  **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  **Knowledge and understanding of positive behaviour strategies and dealing with specific behaviour issues  **Ability to challenge and inspire colleagues  **Ability to challenge and inspire colleagues  **Ability to raise school achievement through wider professional input  **Clear understanding and commitment to safeguarding procedures  **Ability to analyse data and pinpoint key issues to inform staff of |                  | *An Honours Degree  | -                                 |
| *Successful completion of induction  *Successful primary teaching experience  *Understanding of how children learn in a high achieving and successful school  *Responsibility for leading a core subject across the school.  *Building and sustaining effective working relationships with staff, governors and parents in the wider community.  *Knowledge of Child Protection procedures  *Successful team member in a professional setting  *Successful team member in a professional setting  *Successful teaching experience of working closely with parents to improve the educational outcomes of pupils  *Understanding of new OFSTED framework regarding learning and teaching and leadership and management  *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  *Knowledge and understanding of positive behaviour strategies and dealing with specific behaviour issues  *Ability to challenge and inspire colleagues  *Strong ICT skills including the use of interactive whitebeard for teaching  *Clear understanding and commitment to safeguarding procedures  *Ability to analyse data and pinpoint key issues to inform staff of   | Qualifications   |   | commitment to continuous          |
| Experience  *Successful primary teaching experience  *Understanding of how children learn in a high achieving and successful school  *Responsibility for leading a core subject across the school.  *Building and sustaining effective working relationships with staff, governors and parents in the wider community.  *Knowledge of Child Protection procedures  *Successful team member in a professional setting  *Successful teaching experience of working closely with parents to improve the educational outcomes of pupils  *Understanding of new OFSTED framework regarding learning and teaching and leadership and management  *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  *Knowledge and understanding of positive behaviour strategies and dealing with specific behaviour issues  *Ability to challenge and inspire colleagues  **Clear understanding and commitment to safeguarding procedures  **Clear understanding and commitment to safeguarding procedures  **Ability to analyse data and pinpoint key issues to inform staff of   |                  | *Qualified Teacher status.  | professional development          |
| Experience  *Successful primary teaching experience  *Understanding of how children learn in a high achieving and successful school  *Responsibility for leading a core subject across the school.  *Building and sustaining effective working relationships with staff, governors and parents in the wider community.  *Knowledge of Child Protection procedures  *Successful team member in a professional setting  *Successful teaching experience of working closely with parents to improve the educational outcomes of pupils  *Understanding of new OFSTED framework regarding learning and teaching and leadership and management  *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  *Knowledge and understanding of positive behaviour strategies and dealing with specific behaviour issues  *Ability to challenge and inspire colleagues  **Clear understanding and commitment to safeguarding procedures  **Clear understanding and commitment to safeguarding procedures  **Ability to analyse data and pinpoint key issues to inform staff of   |                  | *Successful completion of induction                                 | *Leadership course attendance     |
| **Understanding of how children learn in a high achieving and successful school  **Responsibility for leading a core subject across the school.  **Building and sustaining effective working relationships with staff, governors and parents in the wider community.  **Knowledge of Child Protection procedures  **Successful team member in a professional setting  **Successful team member in a professional setting  **Experience of working closely with parents to improve the educational outcomes of pupils  **Understanding of new OFSTED framework regarding learning and teaching and leadership and management  **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  **Knowledge and understanding of positive behaviour strategies and dealing with specific behaviour issues  **Ability to challenge and inspire colleagues  **Strong ICT skills including the use of interactive whitebeard for teaching  **Clear understanding and commitment to safeguarding procedures  **Ability to analyse data and pinpoint key issues to inform staff of   |                  | ·   |                                   |
| **Understanding of how children learn in a high achieving and successful school  **Responsibility for leading a core subject across the school.  **Building and sustaining effective working relationships with staff, governors and parents in the wider community.  **Knowledge of Child Protection procedures  **Successful team member in a professional setting  **Experience of working closely with parents to improve the educational outcomes of pupils  **Understanding of new OFSTED framework regarding learning and teaching and leadership and management  **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  **Knowledge and understanding of positive behaviour strategies and dealing with specific behaviour issues  **Ability to challenge and inspire colleagues  **Sting ICT skills including the use of interactive whitebeard for teaching  **Clear understanding and commitment to safeguarding procedures  **Ability to analyse data and pinpoint key issues to inform staff of  | Experience       | *Successful primary teaching experience                             | *Former responsibility at phase   |
| **Responsibility for leading a core subject across the school.  **Building and sustaining effective working relationships with staff, governors and parents in the wider community.  **Knowledge of Child Protection procedures  **Successful team member in a professional setting  **Experience of the development of policy or curriculum schemes of work  **Successful team member in a professional setting  **Experience in more than one phase  **Experience of working closely with parents to improve the educational outcomes of pupils  **An understanding of new OFSTED framework regarding learning and teaching and leadership and management  **Ablility 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  **Knowledge and understanding of positive behaviour strategies and dealing with specific behaviour issues  **Ablility to challenge and inspire colleagues  **Strong ICT skills including the use of interactive whitebeard for teaching  **Clear understanding and commitment to safeguarding procedures  **Ablility to analyse data and pinpoint key issues to inform staff of  |                  |   | or whole school level for raising |
| **Responsibility for leading a core subject across the school.  **Building and sustaining effective working relationships with staff, governors and parents in the wider community.  **Knowledge of Child Protection procedures  **Successful team member in a professional setting  **Evidence of work with parents to improve the educational outcomes of with parents to improve the educational outcomes of pupils  **Understanding of new OFSTED framework regarding learning and teaching and leadership and management  **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  **Knowledge and understanding of positive behaviour strategies and dealing with specific behaviour issues  **Ability to challenge and inspire colleagues  **Ability to challenge and inspire colleagues  **Ability to challenge and commitment to safeguarding procedures  **Ability to analyse data and pinpoint key issues to inform staff of   |                  |   | standards                         |
| **Responsibility for leading a core subject across the school.  **Building and sustaining effective working relationships with staff, governors and parents in the wider community.  **Knowledge of Child Protection procedures  **Successful team member in a professional setting  **Successful teaching experience in more than one phase  **Experience of strong professional subject knowledge  **Experience of working closely with parents to improve the educational outcomes of pupils  **Audility 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  **Knowledge and understanding of positive behaviour strategies and dealing with specific behaviour issues  **Ability to challenge and inspire colleagues  **Strong ICT skills including the use of interactive whitebeard for teaching  **Clear understanding and commitment to safeguarding procedures  **Ability to analyse data and pinpoint key issues to inform staff of  |                  | successful school   | *5                                |
| **Building and sustaining effective working relationships with staff, governors and parents in the wider community.  **Knowledge of Child Protection procedures  **Successful team member in a professional setting  **Successful teaching experience in more than one phase  **Experience of working closely with parents to improve the educational outcomes of pupils  **Evidence of strong professional subject knowledge  **Understanding of new OFSTED framework regarding learning and teaching and leadership and management  **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  **Knowledge and understanding of positive behaviour strategies and dealing with specific behaviour issues  **Ability to challenge and inspire colleagues  **Ability to challenge and inspire colleagues  **Ability to raise school achievement through wider professional input  **Ability to analyse data and pinpoint key issues to inform staff of  |                  | **Despensibility for leading a core subject parces the school       |                                   |
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| **Knowledge of Child Protection procedures  **Successful team member in a professional setting  **Successful teaching experience in more than one phase  *Experience of working closely with parents to improve the educational outcomes of pupils  **Understanding of new OFSTED framework regarding learning and teaching and leadership and management  **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  **Knowledge and understanding of positive behaviour strategies and dealing with specific behaviour issues  **Ability to challenge and inspire colleagues  **Ability to challenge and inspire colleagues  **Ability to challenge and inspire colleagues  **Ability to raise school achievement through wider professional input  **Clear understanding and commitment to safeguarding procedures  **Ability to analyse data and pinpoint key issues to inform staff of   |                  |   | **Evidence of the development     |
| **Successful team member in a professional setting  *Successful teaching experience in more than one phase  *Experience of working closely with parents to improve the educational outcomes of pupils  **Understanding of new OFSTED framework regarding learning and teaching and leadership and management  **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  **Knowledge and understanding of positive behaviour strategies and dealing with specific behaviour issues  **Ability to challenge and inspire colleagues  **Ability to challenge and inspire colleagues  **Ability to challenge and inspire colleagues  **Ability to raise school achievement through wider professional input  **Clear understanding and commitment to safeguarding procedures  **Ability to analyse data and pinpoint key issues to inform staff of  |                  |   | of policy or curriculum schemes   |
| experience in more than one phase  *Experience of working closely with parents to improve the educational outcomes of pupils  **Understanding of new OFSTED framework regarding learning and teaching and leadership and management  **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  **Knowledge and understanding of positive behaviour strategies and dealing with specific behaviour issues  **Ability to challenge and inspire colleagues  **Strong ICT skills including the use of interactive whitebeard for teaching  **Clear understanding and commitment to safeguarding procedures  **Ability to analyse data and pinpoint key issues to inform staff of   |                  | **Knowledge of Child Protection procedures                          | of work                           |
| experience in more than one phase  *Experience of working closely with parents to improve the educational outcomes of pupils  **Understanding of new OFSTED framework regarding learning and teaching and leadership and management  **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  **Knowledge and understanding of positive behaviour strategies and dealing with specific behaviour issues  **Ability to challenge and inspire colleagues  **Strong ICT skills including the use of interactive whitebeard for teaching  **Clear understanding and commitment to safeguarding procedures  **Ability to analyse data and pinpoint key issues to inform staff of   |                  | **Successful team member in a professional setting                  | *Successful teaching              |
| **Experience of working closely with parents to improve the educational outcomes of pupils  **Evidence of strong professional subject knowledge  **Understanding of new OFSTED framework regarding learning and teaching and leadership and management  **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  **Knowledge and understanding of positive behaviour strategies and dealing with specific behaviour issues  **Ability to challenge and inspire colleagues  **Ability to challenge and inspire colleagues  **Strong ICT skills including the use of interactive whitebeard for teaching  **Clear understanding and commitment to safeguarding procedures  **Ability to analyse data and pinpoint key issues to inform staff of   |                  | ,   | _                                 |
| **Evidence of strong professional subject knowledge  **Understanding of new OFSTED framework regarding learning and teaching and leadership and management  **Understanding of new OFSTED framework regarding learning and teaching and leadership and management  **Evidenced experience of raising standards within key whole school priorities  **Evidenced experience of raising standards within key whole school priorities  **An understanding of/and experience of variating tasks and ability to demonstrate best practice to colleagues  **An understanding of/and experience of working towards whole school awards  **An understanding of/and experience of working towards whole school awards  **Ability to challenge and inspire colleagues  **Ability to raise school achievement through wider professional input  **Clear understanding and commitment to safeguarding procedures  **Ability to analyse data and pinpoint key issues to inform staff of   |                  |   | · ·                               |
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| **Evidence of strong professional subject knowledge  **Understanding of new OFSTED framework regarding learning and teaching and leadership and management  **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  **Knowledge and understanding of positive behaviour strategies and dealing with specific behaviour issues  **Ability to challenge and inspire colleagues  **Ability to challenge and inspire colleagues  **Ability to raise school achievement through wider professional input  **Clear understanding and commitment to safeguarding procedures  **Ability to analyse data and pinpoint key issues to inform staff of   |                  |   |                                   |
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| and teaching and leadership and management  **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  **Knowledge and understanding of positive behaviour strategies and dealing with specific behaviour issues  **Ability to challenge and inspire colleagues  **Ability to challenge and inspire colleagues  **Strong ICT skills including the use of interactive whitebeard for teaching  **Clear understanding and commitment to safeguarding procedures  **Ability to analyse data and pinpoint key issues to inform staff of   |                  |   | _                                 |
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| **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  **Knowledge and understanding of positive behaviour strategies and dealing with specific behaviour issues  **Ability to challenge and inspire colleagues  **Strong ICT skills including the use of interactive whitebeard for teaching  **Clear understanding and commitment to safeguarding procedures  **Ability to analyse data and pinpoint key issues to inform staff of  |                  | and teaching and leadership and management                          |                                   |
| clear learning intentions and differentiating tasks and ability to demonstrate best practice to colleagues  **An understanding of/and experience of working towards whole school awards  **Ability to challenge and inspire colleagues  **Ability to challenge and inspire colleagues  **Strong ICT skills including the use of interactive whitebeard for teaching  **Clear understanding and commitment to safeguarding procedures  **Ability to analyse data and pinpoint key issues to inform staff of  |                  |   | **Evidenced experience of         |
| demonstrate best practice to colleagues  **An understanding of/and experience of working towards whole school awards  **Ability to challenge and inspire colleagues  **Strong ICT skills including the use of interactive whitebeard for teaching  **Clear understanding and commitment to safeguarding procedures  **Ability to analyse data and pinpoint key issues to inform staff of  |                  |   |                                   |
| **An understanding of/and experience of working towards whole school awards  **Ability to challenge and inspire colleagues  **Strong ICT skills including the use of interactive whitebeard for teaching  **Clear understanding and commitment to safeguarding procedures  **Ability to analyse data and pinpoint key issues to inform staff of   |                  | -   | whole school priorities           |
| **Knowledge and understanding of positive behaviour strategies and dealing with specific behaviour issues  **Ability to challenge and inspire colleagues  **Strong ICT skills including the use of interactive whitebeard for teaching  **Clear understanding and commitment to safeguarding procedures  **Ability to analyse data and pinpoint key issues to inform staff of   |                  | demonstrate best practice to colleagues                             | **^                               |
| and dealing with specific behaviour issues  **Ability to challenge and inspire colleagues  **Strong ICT skills including the use of interactive whitebeard for teaching  **Clear understanding and commitment to safeguarding procedures  **Ability to analyse data and pinpoint key issues to inform staff of  |                  | **Knowledge and understanding of nositive hebavious strategies      | _                                 |
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| **Strong ICT skills including the use of interactive whitebeard for teaching  **Clear understanding and commitment to safeguarding procedures  **Ability to analyse data and pinpoint key issues to inform staff of   |                  | **Ability to challenge and inspire colleagues                       | 1                                 |
| **Clear understanding and commitment to safeguarding procedures  **Ability to analyse data and pinpoint key issues to inform staff of   |                  | **Ctrong ICT skills including the use of interactive whiteheard for | J                                 |
| procedures  **Ability to analyse data and pinpoint key issues to inform staff of  |                  |   | professional input                |
| **Ability to analyse data and pinpoint key issues to inform staff of  |                  |   |                                   |
|   |                  | procedures  |                                   |
| the way forward.  |                  |   |                                   |

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

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

Those elements marked \*\*will be assessed in your application and during the selection process e.g. interview, presentation.

February 2018



## Grestone Academy Part of Hamstead Hall Academy Trust

#### **PERSON SPECIFICATION**

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

|                           | ESSENTIAL   | DESIRABLE   |
|---------------------------|---|---|
| Initial<br>Qualifications | *An Honours Degree  | *Evidence of personal commitment to continuous  |
|                           | *Qualified Teacher status.  | professional development  |
|                           | *Successful completion of induction   | *Leadership course attendance within past two year  |
| Experience                | *Successful primary teaching experience   | *Former responsibility at phase or whole school level for raising                         |
|                           | **Understanding of how children learn in a high achieving and successful school   | standards   |
|                           | **Responsibility for leading a core subject across the school.  | *Experience of leading teams<br>to achieve a specific outcome<br>for children             |
|                           | **Building and sustaining effective working relationships with staff, governors and parents in the wider community.   | **Evidence of the development of policy or curriculum schemes                             |
|                           | **Knowledge of Child Protection procedures  | of work   |
|                           | **Successful team member in a professional setting  | *Successful teaching experience in more than one phase                                    |
|                           |   | *Experience of working closely with parents to improve the educational outcomes of pupils |
| Skills/Aptitudes          | **Evidence of strong professional subject knowledge   | **An understanding of delegated leadership and its  |
|                           | **Understanding of new OFSTED framework regarding learning and teaching and leadership and management   | challenges  |
|                           | **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 | **Evidenced experience of raising standards within key whole school priorities            |
|                           | **Knowledge and understanding of positive behaviour strategies and dealing with specific behaviour issues   | **An understanding of/and experience of working towards whole school awards               |
|                           | **Ability to challenge and inspire colleagues   | **Ability to raise school achievement through wider                                       |
|                           | **Strong ICT skills including the use of interactive whitebeard for teaching  | professional input  |
|                           | **Clear understanding and commitment to safeguarding procedures   |   |
|                           | **Ability to analyse data and pinpoint key issues to inform staff of  |   |

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

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

Those elements marked \*\*will be assessed in your application and during the selection process e.g. interview, presentation.

February 2018