**PERSON SPECIFICATION- Assistant Headteacher - Head of School Key Stage 4**

The successful candidate will meet the following person specification. Please note that the listed criteria will form the basis of the selection process. Applicants should address all elements of the Person Specification, indicating experience and where appropriate citing supporting examples within their application.

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| **Qualifications** | **Essential/Desirable** | **How Identified** |
| * Degree and Qualified Teacher Status. | **E** | Application form and selection process |
| **Skills/Key Criteria** | **Essential/Desirable** | **How Identified** |
| * Ability to relate positively to all children of secondary age in order to ensure that they are confident learners, determined to achieve their potential. | **E** | Application form and selection process |
| * Clear understanding of the importance of effective assessment, planning, monitoring progress and attainment and monitoring strategies to raise academic standards. | **E** |
| * A clear understanding of the importance of effective welfare and pastoral support in raising academic standards. | **E** |
| * Ability to establish, lead manage and monitor the work of teams | **E** |
| * Clear understanding of the parameters for appropriate curriculum design to meet the needs of all learners. | **E** |  |
| **Knowledge and Experience** | **Essential/Desirable** | **How Identified** |
| * Proven experience as an effective teacher with a proven record of raising standards through your own teaching | **E** | Application form and selection process |
| * Proven experience of raising standards through managing the work of a team of teachers | **E** |
| * Proven experience of introducing and managing effective interventions when pupils are not making expected progress. | **E** |
| * Proven experience of supporting other colleagues to develop effective teaching. | **E** |
| * Experience of identifying and addressing the training needs of staff (teachers and support workers). | **E** |
| **Personal Attributes** | **Essential/Desirable** | **How Identified** |
| * Excellent communication skills with proven ability to communicate with a range of stakeholders including teachers, parents and other professionals | **E** | Application form and selection process |
| * Excellent team work skills including the ability to be a good team member as well as team leader. | **E** |
| * Ability to relate well to children and young people and members of the community | **E** |
| * Ability to work outside normal Trust / Academy hours in line with needs of the LST service provision | **E** |
| * A flexible approach | **E** |
| * Ability to manage own time well to meet competing demands | **E** |
| * A positive attitude and commitment to equality | **E** |
| **Circumstances - Personal** | **Essential/Desirable** | **How Identified** |
| * Must be legally entitled to work in the UK (Asylum and Immigration Act 1996) | **E** | Application form and selection process |
| * No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (DBS check required) | **E** |
| **Equal Opportunities** | **Essential/Desirable** | **How Identified** |
| * Candidates should indicate an acceptance of, and a commitment to, the principles of the Academy’s Equal Rights policies and practices as they relate to employment issues and to the delivery of services to the community | **E** | Application form and selection process |
| * Commitment to equal opportunities policies relating to gender, race and disability in an educational context | **E** |
| **Safeguarding** | **Essential/Desirable** | **How Identified** |
| * Ability to maintain appropriate relationships and personal boundaries with children and young people | **E** | Application form and selection process |
| * Displays commitment to the protection and safeguarding of children and young people | **E** |
| * Has up to date knowledge of relevant legislation and guidance in relation to working with young people | **D** |