

Person Specification

Head of Sixth Form (Assistant Headteacher)

L13-L17

September 2023



| | Essential | Desirable | Source |
|---------------------------------|---|---|--------|
| Application | <ul style="list-style-type: none"> A well-structured supporting letter detailing evidence of the impact of your leadership on improving outcomes for students and staff in a school context. The letter should also show clear evidence of your leadership experience. The letter should be no more than 2,000 words in length. | | A R |
| Qualifications | <ul style="list-style-type: none"> Good Honours Degree or Masters Degree Qualified Teacher status | <ul style="list-style-type: none"> Evidence of further study - this could be ongoing and/or Further Professional Qualifications | A C |
| Experience | <ul style="list-style-type: none"> Evidence of being an outstanding classroom practitioner and of supporting others in developing their pedagogy. Experience as an outstanding middle leader or senior leader in the secondary phase. Experience of working successfully and collaboratively to improve outcomes for Sixth Form students. Experience in reaching and maintaining high levels of provision in either a curriculum or pastoral context or both. | <ul style="list-style-type: none"> Whole school responsibility for improving provision and outcomes Whole school responsibility for improving provision and outcomes for all students in a sixth form context. Experience supporting middle leaders. Experience in working with external partners to support achievement and attainment. Significant safeguarding experience | A R I |
| Professional Development | <ul style="list-style-type: none"> Demonstrate a thorough understanding of current issues and thinking in school leadership specifically relating to post 16 study. | <ul style="list-style-type: none"> Evidence of active engagement in wider staff development. | A R I |

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|-----------------------------|--|--|-------|
| Knowledge and Skills | <ul style="list-style-type: none"> • Excellent understanding of the welfare needs of students and the strategies to implement to ensure success. • Excellent management and organisation skills including time management. • Very strong written and oral communication skills to both internal and external audiences. • Ability to use data and other information to self-evaluate, plan and oversee the delivery of improvements evaluate their impact. • Ability to communicate effectively in a variety of situations with a variety of people. • Ability to engage with and motivate students who may find school challenging. • Ability to help create a strong culture of success. • Ability to build, forge and sustain partnerships. • Ability to use ICT proficiently. | <ul style="list-style-type: none"> • Knowledge of effective whole school behaviour systems. | A R I |
| Leadership | <p>All teachers and postholders at Durham Johnston Comprehensive School are expected to exemplify seven virtues of Ethical Leadership. These qualities are essential in the role of Assistant Headteacher. We define these virtues as:</p> <p>Trust: Leaders should be trustworthy and reliable. They hold trust on behalf of children and should be beyond reproach. They are honest about their motivations.</p> <p>Wisdom: Leaders use experience, knowledge, insight, understanding and good sense to make sound judgements. They should demonstrate restraint and self-awareness, act calmly and rationally, exercising moderation and propriety as they serve their schools and colleges wisely.</p> | | A R I |

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Leadership cont.

Kindness: Leaders demonstrate respect, generosity of spirit, understanding and good temper. Where unavoidable conflict occurs, difficult messages should be given humanely.

Justice: Leaders should be fair, and work for the good of all children. Leaders should work fairly for the good of children from all backgrounds. They should seek to enable all young people to lead useful, happy and fulfilling lives

Service: Leaders should be conscientious and dutiful. They should demonstrate humility and self-control, supporting the structures and rules which safeguard quality. Their actions should protect high-quality education.

Courage: Leaders should work courageously in the best interests of children and young people. They protect their safety and their right to a broad, effective and creative education. They should hold one another to account courageously.

Optimism: Leaders should be positive and encouraging. Despite difficulties and pressures, we are developing excellent education provision to change the world for the better.

A – Application

R – References

C – Certificates

I – Interview