



PERSON SPECIFICATION - ASSISTANT HEADTEACHER

This person specification sets out the key skills and experience required for the position of Assistant Headteacher. The selection and interview panel will assess each candidate against the criteria listed below, and will expect candidates to demonstrate knowledge and understanding of each area, and to show evidence of having applied (or awareness of how to apply) this knowledge and understanding in the school context.

If you feel that you have the experience, knowledge and skills matching the person specification below, then we would be very happy to receive your application.

Please ensure you fully consider your experience, knowledge and skills in relation to the person specification below as how you meet the requirements will be assessed through your application and the interview process.

	Essential	Desirable
Knowledge and Experience	<ul style="list-style-type: none">• Successful Middle/Senior Leadership experience within schools/colleges• Proven record of improving educational quality• Knowledge and understanding of the principles and practices of quality assurance systems, self-review and self-evaluation, subject and school improvement and coaching/mentoring/supporting individuals in improving Teaching and Learning• Experience of management of human and financial resources• Demonstrates political insight and anticipates trends• Successful management of Ofsted inspection process	<ul style="list-style-type: none">• Experience of working in at least two secondary schools/colleges• Experience of developing community and student involvement in schools/colleges.
Education and Qualifications	<ul style="list-style-type: none">• Degree or equivalent• Teaching qualification• Qualified Teacher Status• Recent and relevant senior management development / training• Completed, working towards, or willing to work towards, the NPQSL or NPQH	



<p>Strategic direction and shaping the future</p>	<ul style="list-style-type: none"> • Ability to think strategically, and to build and communicate a coherent vision for an outstanding school. • Ability to inspire, challenge, motivate and empower others to carry the vision forward • Proven commitment to establishing collaborative vision of excellence and equality that set high standards for student and staff • The ability to set and achieve of ambitious, challenging goals and targets 	
<p>Leadership and Management</p>	<ul style="list-style-type: none"> • Evidence of successful management and implementation of whole school/college improvement strategies • Track record of providing inspirational and strong leadership to teaching and support staff • Evidence of leading by example in promoting the school's/college's vision and values to students, staff, governors and parents/carers • Track record of developing, empowering and supporting individuals and teams • Ability to delegate management tasks as appropriate and monitor their implementation • Ability to develop creative and innovate strategies for performance improvement • Ability to use a range of evidence, including performance data, to support, monitor, evaluate and improve aspects of school life, including challenging poor performance • Ability to make informed professional management and organisational decisions, even the difficult decisions. • Understanding of the role of governors • Experience of managing change, leading innovation and transformational learning and meeting challenges successfully • Motivation to work with children, particularly relating to safeguarding and promoting their welfare 	<ul style="list-style-type: none"> • Successful management of health and safety issues • Successful risk management strategies



	<ul style="list-style-type: none">• Emotional resilience in working with challenging behaviours	
Teaching and Learning	<ul style="list-style-type: none">• Outstanding classroom practitioner• To be able to evidence the ability to access, analyse and interpret information and data• Proven commitment to continuous learning for the entire school community• Evidence of successful management of monitoring and evaluation strategies relating to: quality of teaching and learning, pupil outcomes, quality of provision and efficiency• Ability to develop partnerships and community consensus on values, beliefs and shared responsibilities• Ability to accept appropriate support from others including colleagues and governors	
Partnerships	<ul style="list-style-type: none">• Ability to recognise and take account of the diversity and strengths of the school community• Ability to listen to, reflect and act on community feedback• To be able to evidence a track record in building and maintaining effective relationships and communication with parents, carers, partners, and the community• Ability to work collaboratively with the Hadlow Group community	
Financial and facilities	<ul style="list-style-type: none">• Proven track record of managing all aspect of a subject area effectively on a day-to-day basis	



HADLOW RURAL COMMUNITY SCHOOL

Skills	<ul style="list-style-type: none">• Outstanding leadership skills• Strategic management, resource management, development planning, personnel management and financial management skills• Ability to interpret, analyse and use data effectively• Well-developed interpersonal and communication skills (including written, oral and presentation)	<ul style="list-style-type: none">• Effective ICT skills
Personal attributes	<ul style="list-style-type: none">• Ability to develop and maintain good relationships with staff, parents, students, governors and the community• Committed to the principles of best value.• Ability to deal sensitively with people and achieve positive outcomes• Adaptable to changing circumstances and new ideas• Approachable, reliable, has presence and is highly visible to students, parents/carers and the wider community• Values diversity and the unique contribution that every individual makes to the learning community• Ability to think creatively to anticipate and solve problems	

The Governing Body are committed to safeguarding and promoting the welfare of children and young persons and Headteachers must ensure that the highest priority is given to following guidance and regulations to safeguard children and young people. The successful candidate will be required to undergo an Enhanced Disclosure from the Criminal Records Bureau (DBS).