**Bishop Chavasse Church of England Primary School**

**Assistant Headteacher Person Specification**

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| **SKILL SET** | **Essential:** | **Desirable:** |
| **UPHOLDING BISHOP CHAVASSE’S CHRISTIAN ETHOS** |
| * Committed to upholding the values of a Church of England School and supportive of Bishop Chavasse Church of England School’s Christian ethos.
 | Y |  |
| **QUALIFICATIONS** : |
| Qualified teacher status | Y |  |
| A degree or equivalent | Y |  |
| **EXPERIENCE** |
| Experience of leading and monitoring teaching and learning | Y |  |
| A recent, relevant record of Continuous Professional Development | Y |  |
| Experience, knowledge and understanding of primary education | Y |  |
| Proven record of exemplary teaching which has ensured strong progress and outcomes for pupils | Y |  |
| A successful track record of delivering high quality pastoral care | Y |  |
| Proven record of successful curriculum / subject leadership leading directly to an increase in standards of attainment / progress |  | Y |
| Significant whole school responsibilities held and successfully delivered; or a major contributor to such shared responsibilities within the last two years  |  | Y |
| Track record of leading successful innovation or improvement initiatives |  | Y |
| Experience of building strong and effective external links with parents and the wider community | Y |  |
| **PARTICULAR SKILLS AND KNOWLEDGE** |  |  |
| An excellent teacher with a proven ability to raise others’ skillsets  | Y |  |
| The ability to lead and inspire colleagues in order to impact change | Y |  |
| Knowledge of the principles and practices in relation to leading improvements in teaching and learning | Y |  |
| A strong practitioner who places children’s needs at the forefront and has strategies for engaging pupils in their own learning and working in partnership with them | Y |  |
| A strong practitioner who uses strategies for engaging all parents and carers in support of pupils’ learning | Y |  |
| Excellent grasp of current relevant research and developments in education | Y |  |
| In-depth knowledge of the principles of formative assessment and its role in facilitating rapid pupil progress | Y |  |
| Strong understanding of the skills needed for successful leadership and team management | Y |  |
| Recent Leadership CPD |  | Y |
| Recent experience in a leadership capacity |  | Y |
| Experience of working across key stages in a primary school. |  | Y |
| **EDUCATIONAL PHILOSOPHY** |
| A child-centred approach to education which emphasises the development of the individual | Y |  |
| A strong commitment to the pursuit of excellence and challenge for all | Y |  |
| A demonstrated commitment to varied teaching and learning strategies to meet differing needs and learning styles | Y |  |
| An understanding of the importance of emotional wellbeing and its impact on progress and attainment | Y |  |
| A belief in meaningful positive praise and encouragement in order to enthuse children | Y |  |
| A strong commitment to team work | Y |  |
| **PERSONAL QUALITIES** |
| Proven leadership qualities to motivate and inspire others |  | Y |
| Resilient, flexible and adaptable | Y |  |
| A high level of personal organisation | Y |  |
| Able to set clear goals and aims and achieve them | Y |  |
| Able to work co-operatively and collaboratively with colleagues at all levels | Y |  |
| Ability to enthuse and inspire colleagues to work collaboratively towards the delivery of agreed aspirational goals | Y |  |
| Able to communicate effectively with parents, whilst keeping expectations high | Y |  |
| Good public speaking and presentational skills |  | Y |
| Able to work under pressure, prioritise effectively and to meet deadlines | Y |  |
| **EQUAL OPPORTUNITIES** |
| A commitment to inclusion | Y |  |
| A strong commitment to equal opportunities in practice which encompasses gender, race, religion and disability | Y |  |
| A commitment to working positively within Bishop Chavasse C of E School’s policies and guidelines to affect positive attitudes and high expectations in the school. | Y |  |