**Person Specification**

**Assistant Headteacher**

**Curriculum, Learning and Assessment**

Criteria are graded as essential (E) or desirable (D) and will be assessed at the application (A), interview (I) or reference (R) stage.

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| **Experience / Knowledge**   | Have a solid understanding of safeguarding and have undergone regular training on safeguarding. | E | A/I |
| Be willing to undertake DSL training in order to assist the Headteacher with safeguarding matters.  | E | I |
| Experience working in a challenging educational environment  | E | A |
| Understand how SEN impacts behaviour including ASC. | E | I |
| ICT literate  | E | A |
| Successful experience of working with students with social, emotional and behavioural challenges  | D | A/I |
|  Ability to teach outstanding lessons. | E | I/R |
| An ability to use data to understand target setting and track student progress/apply appropriate intervention.  | E | I |
| Excellent communication skills. | E | I |
| Experience of teaching in a Primary setting. | E | A |
| Ability to work on own initiative and in teams. | E | I |
| Experience of holding staff to account resulting in improved performance. | D | A |
| Ability to plan, prioritise, delegate, organise self and others; manage, monitor, evaluate and review own work and that of others. | E | I/R |
| **Education and training** | Educated to degree level. | E | A |
| Qualified Teacher Status.  | E | A |
| Post graduate study or SEN qualifications.  | D | A |
| Evidence of continuous professional development  | E | A |
| **Technical job** **related skills** | Possess a leadership qualification such as NPQML, NPQSL or equivalent. | D | A |
| Ability to build strong professional relationships with students. | E | I/R |
| Knowledge and experience of strategies to support students with social, emotional and behavioural challenges and children with autism.  | E | A/I |
| Have undergone Physical intervention Training or be willing to undertake and use | E | A/I |
| Ability to lead on the planning and implementation of KS1 and KS2 curricula.  | E | I/R |
| Ability to coach and mentor teaching staff to become outstanding teachers.  | D | A/I |
| Demonstrate a sound understanding of assessment and the use of assessment to inform learning, especially to students who may not be attaining related expectations. | E | A/I |
| Ability to lead and deliver training on Teaching and Learning. | E | A/I |
| Ability to analyse academic data and implement action plans accordingly.  | D | A/I |
| **Personal job** **related skills**  | Excellent attendance and punctuality.  | E | R |
| Enthusiasm for teaching and desire to develop others.  | E | A/I |
| Integrity, tact, reliability, resilience, self-confidence and personal presence.  | E | I/R |
| Ability to keep calm and work effectively under pressure.  | E | I/R |
| Friendly and approachable with a good sense of humour.  | E | I |
| Strong organisational skills.  | E | A/I/R |
| Commitment to professional standards and to develop professionally | E | A/I |
| **Other** **requirements**   | Willingness to be flexible with duties to respond to the school needs.  | E | I |
| Commitment to inclusive education.  | E | I |
| Ability to maintain a healthy work life balance.  | E | A/I |
|  A full driving licence.  | D | A |

This job profile is a guide to the work that you will be initially required to undertake. It may be altered from time to time to meet changing circumstances. All members of staff are expected to carry out any reasonable instruction given by the Headteacher or other such authorised person so as to allow for the effective running of the school. This Person Specification does not form part of your contract of employment.