**Person Specification**

**Assistant Headteacher at Salterforth Primary School**

***The applicant will be required to safeguard and promote***

***the welfare of children and young people***

Selection decisions will be based on the criteria below. At each stage of the process an assessment will be made by the appointment panel to determine the extent to which the criteria have been met and the ability to fulfil the job description for the post.

Candidates failing to meet any of the essential criteria will automatically be excluded at any stage of the process. The appointing panel will use a combination of assessment tools to determine each candidate's suitability and the extent to which the criteria have been met. These assessment tools include (but are not limited to) the application form, supporting statement, information gathered during the interview process and references.

**[A] Qualifications**

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| --- | --- | --- | --- |
|  |  | **Essential/Desirable** | **Identified by:** |
| **1** | Qualified teacher status | **E** | **A** |
| **2** | Degree | **E** | **A** |
| **3** | Leadership and management qualifications (NPQML, NPQSL etc) | **D** | **A** |
| **4** | Forest school qualification | **D** | **A** |

**[B] Professional Development**

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|  |  | **Essential/Desirable** | **Identified by:** |
| **1** | Evidence of appropriate professional development for the role of Assistant Headteacher | **D** | **A/I/R** |
| **2** | Evidence of on-going leadership and management professional development | **D** | **A/I/R** |
| **3** | Has up to date knowledge and understanding of relevant legislation and guidance in relation to working with and protection of children and young people | **E** | **A/I** |
| **4** | An effective record of ongoing professional development | **E** | **A/I** |
| **5** | Appropriate professional development for the role of DDSL | **D** | **A/I** |

**[C] Strategic School Development**

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| --- | --- | --- | --- |
|  |  | **Essential/Desirable** | **Identified by:** |
| **1** | Has a clear vision for primary education and proven successful strategies for achieving it | **E** | **A/I/R** |
| **2** | Successfully led, planned, managed and evaluated change which has had a significant impact at whole school level | **E** | **A/I/R** |
| **3** | An ability for determining priorities for improvement following an analysis of need, and experience of identifying actions and setting targets to deliver them (in a middle or senior leadership role) | **E** | **A/I/R** |
| **4** | Has a proactive willingness to review and if necessary, revise a particular perspective, priority or strategy | **D** | **A/I/R** |
| **5** | Understand and have experience of how monitoring and evaluation contributes to effective whole school strategic planning | **D** | **A/I** |
| **6** | Experience of working in partnership with external professional agencies | **D** | **A/I/R** |
| **7** | Evidence of direct involvement in whole school improvement strategies | **D** | **A/I/R** |

**[D] School leadership and management experience**

|  |  | **Essential/Desirable** | **Identified by:** |
| --- | --- | --- | --- |
| **1** | Successful experience of leading one or more curriculum areas | **E** | **A/I/R** |
| **2** | To have led whole school initiatives | **E** | **A/I/R** |
| **3** | Experience of creating and maintaining effective professional relationships that are positive and empathetic yet challenging | **E** | **A/I/R** |
| **4** | Experience of line management of staff and the understanding of how to lead others effectively | **D** | **A/I/R** |
| **5** | Ability to motivate, support, challenge and inspire others to develop and improve | **E** | **A/I/R** |
| **6** | To have had experience of supporting staff in developing safeguarding practices. | **D** | **A/I/R** |
| **7** | To have had experience of and the ability to support other staff with their professional development across the primary range (e.g. peer support, mentoring, coaching, delivering training) | **E** | **A/I/R** |
| **8** | Work positively with parents and carers | **E** | **A/I/R** |
| **9** | To demonstrate an awareness of current national education policy | **E** | **A/I** |
| **10** | Experience of line managing colleagues beyond those working in own classroom | **D** | **A/I/R** |

**[E] Experience and knowledge of teaching**

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| --- | --- | --- | --- |
|  |  | **Essential/Desirable** | **Identified by:** |
| **1** | Proven excellence in teaching pupils within the primary phase | **E** | **A/I/R** |
| **2** | Outstanding classroom practitioner in EYFS and/or KS1 | **D** | **A/I/R** |
| **3** | Highly competent in all aspects of the teaching standards | **E** | **A/I/R** |
| **4** | Thorough knowledge of whole school expectations regarding standards of teaching and learning within and across all 3 Key Stages in the primary phase | **E** | **A/I/R** |
| **5** | Deep pedagogical understanding and knowledge at EYFS and KS1 | **D** | **A/I** |
| **6** | Secure understanding of assessment strategies, data analysis and the use of assessment to maximise achievement | **E** | **A/I** |
| **7** | Ability to create safe, challenging, and inspiring learning environments: where pupils are empowered to explore and take ownership | **E** | **A/I** |
| **8** | Ability to promote inclusion and meet the needs of all pupils | **E** | **A/I** |
| **9** | A commitment to addressing diversity positively | **E** | **A/I** |
| **10** | A passion for pastoral care and a working knowledge of SEND | **E** | **A/I** |
| **11** | Proven track record of promoting positive learning behaviours with all pupils | **E** | **A/I** |

**[F] Professional Attributes**

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|  |  | **Essential/Desirable** | **Identified by:** |
| **1** | Ability to deal effectively and positively with a range of pupil behaviours | **E** | **A/I** |
| **2** | An ability to communicate effectively, both orally and in writing, with a range of audiences | **E** | **A/I** |
| **3** | Have a good commitment to sustained attendance at work | **E** | **A/I** |
| **4** | A commitment to professional development for self and others | **E** | **A/I** |
| **5** | A desire and commitment to further develop your own leadership skills | **E** | **A/I** |
| **6** | Ability to motivate adults and children | **E** | **A/I** |
| **7** | An exemplary communicator | **E** | **A/I** |
| **8** | Willing to be involved in the whole life of the school | **E** | **A/I** |
| **9** | A reflective learner who actively seeks feedback and support to develop practice | **E** | **A/I** |
| **10** | Understands the need for confidentiality, regarding aspects such as safeguarding, staffing and families | **E** | **A/I** |

**[G] Personal Qualities**

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|  |  | **Essential/Desirable** | **Identified by:** |
| **1** | A passion for pupil aspiration | **E** | **A/I** |
| **2** | Be committed to working with a high level of integrity and professionalism | **E** | **A/I** |
| **3** | Excellent organisational skills and the ability to prioritise tasks, make decisions and manage time effectively | **E** | **A/I** |
| **4** | The ability to perform effectively under pressure | **E** | **A/I** |
| **5** | Be aware of their own strengths and areas for development and listen to, and reflect constructively and act upon as appropriate, feedback from others | **E** | **A/I** |
| **6** | A strong, positive and loyal team player | **E** | **A/I** |
| **7** | Treats all adults and pupils with respect and has a regard for the equality duty | **E** | **A/I** |
| **8** | Has an enthusiastic and energetic ‘growth mindset’ attitude | **E** | **A/I** |
| **9** | Maintains a high-quality standard of work whilst maintaining a healthy work-life balance | **E** | **A/I** |
| **10** | Able to effectively adapt to changing circumstances and new ideas | **E** | **A/I** |
| **11** | Able to inspire and empower others | **E** | **A/I** |
| **12** | Able to use initiative and make informed decisions | **E** | **A/I** |
| **13** | Be consistently approachable, patient, and empathetic | **E** | **A/I** |
| **14** | Shows a clear commitment and compassion towards their role | **E** | **A/I** |
| **15** | A maturity of approach balanced with a sense of humour and enjoyment for school life | **E** | **A/I** |

**[H] Safeguarding**

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|  |  | **Essential/Desirable** | **Identified by:** |
| **1** | Displays commitment to the protection and safeguarding of children and young people | **E** | **A/I** |
| **2** | The ability to form and maintain appropriate relationships and personal boundaries with young people | **E** | **A/I** |
| **3** | To have a knowledge and understanding of the relevant agencies who can provide support for young people and their families | **E** | **A/I** |
| **4** | Will co-operate and work with these relevant agencies to protect young people | **E** | **A/I** |
| **5** | To have experience of the role of DDSL (Deputy Designated Safeguarding Lead) | **D** | **A/I** |

**[I] Professional Skills**

Each candidate will be expected to demonstrate a knowledge and understanding of working within and towards the National Standards of Excellence for Headteachers 2015 which also form the basis of the Job Description.

Candidates will be expected to show evidence of developing this knowledge and understanding in their current setting as well as an awareness of how this could be applied in Barden Primary School throughout the appointment process.

**[J]** **Confidential References and Reports**

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | **Essential/Desirable** | **Identified by:** |
| **1** | Positive recommendation from all referees, including current employer | **E** | **R** |
|  |  |  |  |

**[K]** **Application Form and Supporting Statement**

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| --- | --- | --- | --- |
|  |  | **Essential/Desirable** | **Identified by:** |
| **1** | Error free application form with an accompanying letter which should be a maximum of 2 sides of A4 no smaller than 11 font. The supporting statement should be clear, concise and related to the specific post. | **E** | **A** |