## O:\Headteacher's Documents\website\The Oswaldwistle School - Logo 5.jpg

## Person Specification/Selection Criteria for Assistant Headteacher

***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**

|  |  |  |
| --- | --- | --- |
|  |  | **Essential/Desirable** |
| 1. | Qualified teacher status | **E** |
| 2. | Degree | **E** |

**[B] Professional Development**

|  |  |  |
| --- | --- | --- |
|  |  | **Essential/Desirable** |
| 3. | Evidence of appropriate professional development for the role of Assistant Headteacher  **OR**  Evidence of on-going leadership and management professional development. | **E** |
| 4. | Up to date safeguarding training and knowledge of legislation for the protection of young people | **E** |

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

|  |  | **Essential/Desirable** |
| --- | --- | --- |
| 5. | Evidence of direct involvement in school or subject self- evaluation and school or subject improvement strategies as a Middle or Senior Leader in a PRU or secondary school. | **E** |
| 6. | Successful experience of leading one or more curriculum areas | **E** |
| 7. | To have led whole school initiatives | **D** |
| 8. | Experience of working effectively within staff teams | **E** |
| 9. | Experience of line management of staff | **E** |
| 10. | To have had responsibility for policy development and implementation | **D** |
| 11. | To have had experience of and the ability to support other staff with their professional development (e.g. peer support, mentoring, delivering training) | **E** |
| 12. | Work positively with parents and carers | **E** |
| 13. | To demonstrate an awareness of current national education policy | **E** |

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

|  |  |  |
| --- | --- | --- |
|  |  | **Essential/Desirable** |
| 14. | Proven excellence in teaching pupils within the secondary phase. | **E** |
| 15. | Thorough knowledge of teaching and learning across Key Stage 3 and Key Stage 4. | **E** |
| 16. | Secure understanding of assessment strategies, data analysis and the use of assessment to maximise achievement. | **E** |
| 17. | Ability to promote inclusion and meet the needs of all pupils | **E** |
| 18. | A commitment to addressing diversity positively | **E** |
| 19. | Experience of working with students with SEMH needs | **D** |
| 20. | Experience of trauma informed behaviour management systems and relational practice | **D** |

**[E] Professional Attributes**

|  |  |  |
| --- | --- | --- |
|  |  | **Essential/Desirable** |
| 21. | Ability to deal effectively and positively with a range of pupil behaviours | **E** |
| 22. | An ability to communicate effectively, both orally and in writing, with a range of audiences | **E** |
| 23. | To be a leader of learning demonstrating, promoting and encouraging outstanding classroom practice | **E** |
| 24. | Have a good commitment to sustaining regular attendance at work | **E** |
| 25. | A commitment to professional development for self and others. | **E** |
| 26. | A desire to further develop as a school leader | **E** |
| 27. | Ability to support and develop the vision of the school | **E** |
| 28. | Ability to motivate adults and children | **E** |

**[F] Personal Qualities**

|  |  |  |
| --- | --- | --- |
|  |  | **Essential/Desirable** |
| 29. | A passion for pupil aspiration | **E** |
| 30. | Excellent interpersonal skills | **E** |
| 31. | Be committed to working with a high level of integrity and professionalism | **E** |
| 32. | Excellent organisational skills and the ability to prioritise tasks, make decisions and manage time effectively | **E** |
| 33. | Ability to build and maintain good relationships with colleagues, parents and members of the wider school community | **E** |
| 34. | The ability to perform effectively under pressure | **E** |
| 35. | 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** |

**[G] Safeguarding**

|  |  |  |
| --- | --- | --- |
|  |  | **Essential/Desirable** |
| 36. | Displays commitment to the protection and safeguarding of children and young people | **E** |
| 37. | The ability to form and maintain appropriate relationships and personal boundaries with young people | **E** |
| 38. | Has up to date knowledge and understanding of relevant legislation and guidance in relation to working with and protection of children and young people | **D** |
| 39. | Will co-operate and work with relevant agencies to protect young people | **E** |

**[H] Confidential References and Reports**

|  |  |  |
| --- | --- | --- |
| 40. | Positive recommendation from all referees, including current employer | **E** |

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

*The form must be fully completed and legible. The supporting statement should be clear, concise and related to the specific post.*