 **Person Specification for Assistant Headteacher**

**at Spring Hill Primary School, Accrington**

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

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

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.

**Qualifications**

|  |  |  |
| --- | --- | --- |
|  |  | **Essential/ Desirable** |
|  | Qualified teacher status | **E** |
|  | Degree | **E** |

**Professional development and Safeguarding**

|  |  |  |
| --- | --- | --- |
|  |  | **Essential/ Desirable** |
|  | Evidence of recent middle / senior leadership training. | **E** |
|  | Displays commitment to the protection and safeguarding of children and young people | **E** |
|  | Up to date safeguarding training and knowledge of legislation for the protection of young people appropriate to the role of deputy headteacher | **E** |
|  | Will co-operate and work with relevant agencies to protect young people | **E** |

**School leadership and management knowledge and experience**

|  |  | **Essential/ Desirable** |
| --- | --- | --- |
|  | Recent successful middle leadership | **E** |
|  | Evidence of successfully leading and aspect of school improvement | **E** |
|  | To have experience of being involved with school self-evaluation and development planning | **D** |
|  | To have the ability to contribute to staff development  (e.g. coaching, mentoring, leading INSET etc.) | **D** |
|  | Experience of monitoring staff performance | **D** |
|  | The ability to provide support and advice to the headteacher to enable them to give relevant information to the governing board | **E** |
|  | Maintains good awareness of current national education policy and strategy | **E** |
|  | To be able to support and develop the vision of the school |  |
|  | Ability to motivate adults and children |  |

**Experience and knowledge of teaching**

|  |  |  |
| --- | --- | --- |
|  |  | **Essential/ Desirable** |
|  | To have taught in at least two key stages (EYFS/KS 1/KS 2/) appropriate to the school’s context | **D** |
|  | To have current knowledge of all key stages within the school’s phase setting | **E** |
|  | Has the ability to support the headteacher and other leaders in analysing school data and identify appropriate actions to raise standards/address weaknesses | **D** |
|  | Commitment to ensuring inclusion and addressing diversity positively | **E** |

**Professional attributes and skills**

|  |  |  |
| --- | --- | --- |
|  |  | **Essential/ Desirable** |
|  | Demonstrate an understanding, awareness and empathy for the needs of the pupils at our school and how these can be met. | **E** |
|  | To have a clear rationale for behaviour management that will support and enhance our school’s practices | **E** |
|  | An ability to communicate effectively, both orally and in writing, to a range of audiences | **E** |
|  | To be an excellent classroom practitioner and role model | **E** |
|  | A commitment to the own professional development and support others in their development | **E** |
|  | To have a good commitment to sustaining regular attendance at work. | **E** |
|  | Ability to support and develop the vision of the school | **E** |
|  | Ability to motivate adults and children | **E** |

**Personal Qualities**

|  |  |  |
| --- | --- | --- |
|  |  | **Essential/ Desirable** |
|  | A passion for achieving the very best outcomes for all children | **E** |
|  | The capacity to support the headteacher in providing inspirational, enthusiastic and innovative educational leadership | **E** |
|  | Flexibility, initiative and personal responsibility to maintain a positive attitude in the face of a challenging and demanding job | **E** |
|  | An ability to support the headteacher in establishing effective working relationships with a wide and diverse range of people including pupils, parents, governors, colleagues, other professionals and wider community | **E** |
|  | The ability to positively promote the school at every opportunity | **E** |
|  | Be aware of their own strengths and areas for development and listen to and reflect (and act) upon as appropriate the feedback from others | **E** |

**Confidential References and Reports**

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

**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, **and be no more than 3 sides of A4 - Arial font, size 11.**