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| **Person Specification Form** | | | |
| **Post title:** Assistant Head Teacher | | | |
| **Directorate:** Children and Young People | **Leadership Scale: 10-16** | | |
| **Establishment or team:** Sir Tom Finney Community High School | | | |
| **Requirements**  **(based on the job description)** | | **Essential (E)**  **or**  **desirable (D)** | **To be identified by: application form (AF),**  **interview (I),** |
|  | |  |  |
| **Qualifications** | |  |  |
| Qualified Teacher status | | E | AF |
| Evidence of recent leadership and management professional development – NPQSL/ NPQ status or equivalent or a commitment to undertake | | E | AF |
| Evidence of completing further study in an aspect of special educational needs  Experience of the role ‘Deputy Designated Safeguarding Lead’ or a commitment to undertake the appropriate training | | D  E | AF  AF |
| **Experience** | |  |  |
| Experience of teaching students with a range of learning needs across more than one key stage in a specialist unit or special school | | D | AF I |
| Experience as an effective leader | | E | AF I |
| Experience of successfully leading and managing staff and working as a team player | | E | AF I |
| Experience of monitoring the performance of other teachers  Experience of leading whole school curriculum development  Experience of designing a curriculum to meet the needs of all learners within a subject or a key stage | | D  E  E | AF I  AF I  AF I |
| Experience of leading and improving outcomes in relation to school improvement priorities  Experience of successfully managing a curriculum budget  Experience of leading statutory assessments, exams or accreditation  Experience of leading annual review meetings  Experience of leading student-centred meetings and liaising with multi-disciplinary teams | | E  D  D  D  D | AF I  AF I  AF I  AF I  AF I |
| **Knowledge,** **skills and abilities** | |  |  |
| Track record of consistently outstanding classroom practice | | E | AF I |
| Evidence of adapting the curriculum to meet the diverse range of students  Have high expectations of all students and demonstrate challenge to ensure they reach their full potential | | E  E | AF I  AF I |
| To be able to effectively use data, assessment and target setting to improve student outcomes  Track record of planning and delivery of a range of interventions across year groups for students who need additional support | | E  E | AF I  AF I |
| A proven ability to use information and communication technologies and understanding of AI and their application in management and education. | | E | AF I |
| To be a leader of learning demonstrating and encouraging outstanding classroom practice and ensuring this is being sustained | | E | AF I |
| To work constructively in partnership with all stakeholders, establishing positive and effective collaborations with parents, governors, other schools, external agencies and the local community  To monitor and promote the importance of excellent student attendance  To demonstrate a commitment to broadening the range of opportunities available to students through careers/ work experience/ extra-curricular / residential activities.  To be outward looking with the ability to develop an outstanding package of support to other schools in relation to SEND  Excellent organisational skills with the ability to have a flexible approach  To possess excellent listening, written, and oral communication skills, the ability to lead and chair meetings and forums, make presentations and to communicate effectively with students, parents, governors and staff  Inspire challenge, motivate and empower teams and individuals to achieve ambitious goals  Stamina and ability to maintain a work life balance  Prioritise, plan and organise themselves and others  Emotional awareness of self and others  Be a positive role model at all times and demonstrate impact and presence | | E  E  E  E  E  E  E  E  E  E  E | AF I  AF I  AF I  AF I  AF I  AF I  AF I  AF I  AF I  AF I  AF I |
| **Other** (including specific requirements)  Commitment to upholding and promoting the ethos and values of the school  Ability to work under pressure and prioritise effectively  Commitment to maintaining confidentiality at all times  Commitment to safeguarding and protecting the welfare of children and young people  Commitment to equality and diversity  Commitment to health and safety  Excellent attendance record in previous roles | | E  E  E  E  E  E  E | I  I  I  I  I  I  I |
| **Note: We will always consider your references before confirming a job offer in writing**. | | | |