Acklam Grange School

A Specialist College of Mathematics & Computing

**Person Specification**

**Assistant Headteacher**

**(Teaching and Learning)**

The recruitment process will test candidates against the criteria below.

Sources of information to be used are:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| A – Application | C – Certificates | | | | |
| R – References | I - Interview/selection days | | | | |
| E – Essential | D – Desirable | | | | |
|  | | E | D | Source |
| Qualifications and Training | |  |  |  |
| Good Honours Degree | | √ |  | A R C |
| Qualified Teacher Status | | √ |  | A R C |
| Evidence of further relevant substantial professional development | | √ |  | A R C |
| Completion of, or progress towards, further/higher professional qualifications (e.g. NPQSL/Future Leaders/Leadership Pathways) | |  | √ | A R C |
| Leadership Experience | |  |  |  |
| At least 3 years’ experience in a middle leadership role e.g. Faculty Leader or Year Leader | | √ |  | A R I |
| Experience of working within Senior Leadership Team | |  | √ | A R I |
| Experience of coaching and staff development programmes | | √ |  | A R I |
| Successful management experience, including conducting performance reviews, creating and maintaining systems | | √ |  | A R I |
| Successful experience of leading complex educational change | | √ |  | A R I |
| Experience of policy implementation | | √ |  | A I |
| Experience of using innovative pedagogies, including ICT, group work, formative assessment, research projects etc. | | √ |  | A I |
| Experience of Ofsted | | √ |  | A I |
| Knowledge, Understanding and Skills | |  |  |  |
| Up to date knowledge and understanding of the current national education agenda | | √ |  | A I |
| Up to date knowledge of current national outstanding practice to support teaching and learning | | √ |  | A I |
| Understanding of how to secure sustainable school improvement | | √ |  | A I |
| Understanding of what constitutes outstanding teaching and learning/behaviour for learning | | √ |  | A I |
| Sound knowledge and understanding of data analysis and its use in raising achievement and improving/developing teaching and learning | | √ |  | I |
| Experience of implementing successful achievement strategies to secure school improvement | | √ |  | A R I |
| Understanding of the significance of interpersonal relationships and strategies for promoting individual and team development | | √ |  | I |
| Understanding of how to build and sustain effective relationships with parents, carers, other schools and the wider community | | √ |  | I |
| Understanding of the advantages and issues associated with working in a large, urban, multi-cultural school | | √ |  | I |
| Consistently good or outstanding teaching skills and the ability to lead by example as a classroom teacher | | √ |  | A R I |
| The ability to command the respect of students, staff, governors, parents and the wider community | | √ |  | R I |
| The ability to work proactively and with a high degree of independence | | √ |  | R I |
| The ability to think and plan strategically | | √ |  | I |
| The ability to inspire and motivate others through excellent communication skills, both written and verbal | | √ |  | A R I |
| High levels of self-awareness | | √ |  | R I |
| Integrity and reliability | | √ |  | R I |
| Good sense of humour | |  | √ | I |
| Safeguarding | |  |  |  |
| The motivation to work with young people | | √ |  | A R I |
| The ability to form and maintain appropriate relationships and personal boundaries with young people | | √ |  | A R I |
| Emotional resilience in working with challenging behaviours | | √ |  | A R I |
| Positive attitudes to use of authority and maintaining discipline | | √ |  | A R I |