



**KIDBROOKE PARK**  
PRIMARY SCHOOL

## Assistant Headteacher Person Specification

| Criteria                             | Essential                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Desirable                                                                                                                                                                                             |
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| <b>Qualifications &amp; Training</b> | Qualified Teacher Status (QTS)<br>Evidence of continuous professional development relevant to EYFS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | NPQML or other relevant leadership qualification                                                                                                                                                      |
| <b>Experience</b>                    | Substantial and successful experience of leading staff development<br>Experience of teaching in all three Primary Key Stages<br>Experience of leading by example and providing inspiration and motivation to others<br>Proven experience of raising outcomes for children with low starting points<br>Experience of working with families and external professionals to support children's development<br>Experience of delivering or leading phonics interventions and/or catch-up provision in KS1 and/or KS2                                                                                                                                                                                                                                                               | Experience of leading on whole-school initiatives<br>Previous leadership within EYFS or another key stage                                                                                             |
| <b>Knowledge &amp; Skills</b>        | Deep knowledge of the EYFS Statutory Framework and Development Matters<br>Strong understanding of effective pedagogy, curriculum planning, and child development<br>Proven ability to lead and inspire a team, driving consistent high standards<br>Excellent understanding of high-quality adult-child interactions and language development<br>Skilled in the use of assessment to inform planning and close gaps<br>Secure understanding of effective early reading and phonics instruction (e.g., Little Wandle)<br>Secure understanding of the Little Wandle Rapid Catch-Up programme and how to close phonics gaps quickly for older pupils<br>Strong ability to use phonics and fluency assessments diagnostically and respond with targeted, high-impact intervention | Understanding of how EYFS progression links to KS1 and beyond<br>Familiarity with Ofsted's Education Inspection Framework<br>Ability to use ICT for data analysis<br>Excellent, high level ICT skills |
| <b>Personal Attributes</b>           | Passionate about Early Years education and achieving equity for all pupils<br>Reflective, proactive, and solutions-focused<br>Strong interpersonal skills and ability to build positive relationships across the school community<br>High expectations, resilience, and commitment to continuous improvement                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Experience of mentoring or coaching<br>High level of emotional literacy<br>Well organised, calm confident and positive                                                                                |