



Person Specification – Assistant Headteacher

Qualifications and Professional Development	
Essential	Desirable
Qualified Teacher Status (QTS).	National Professional Qualification for Senior Leadership (NPQSL) or equivalent.
Evidence of relevant continuing professional development in teaching, learning, behaviour or leadership.	Further qualifications in SEND or Inclusion (e.g. NASENCo, AET training)
Willingness to undertake further leadership and safeguarding training as required.	Training in behaviour support, trauma-informed practice, or mental health and wellbeing (e.g. CTT training)
Experience	
Demonstrable track record of raising attainment and progress at whole school level	Successful experience with leading improvement in reading, writing or Early Years
Successful track record as an outstanding teacher	Experience teaching across more than one phase or age group
Experience of teaching pupils with autism and/or complex SEND within a primary or special school setting.	
Experience of supporting staff through coaching, mentoring or professional development.	Experience mentoring Early Career Teachers (ECTs).
Experience of contributing to quality assurance processes (e.g. observations, learning walks, work scrutiny).	Experience of teacher and/or teaching assistant appraisal or performance management, including managing capability
Experience of working collaboratively with families and external professionals.	Experience of working as a Deputy Safeguarding Lead or supporting safeguarding processes.
Experience of middle leadership or senior leadership responsibility.	Experience of leading a behaviour team or supporting whole-school behaviour systems.
Knowledge and Understanding	
Knowledge of autism-informed, trauma-aware and inclusive behaviour approaches.	
Understanding of how to adapt curriculum design and delivery to meet a wide range of needs.	Awareness of EHCP processes and multi-agency working.
Secure understanding of safeguarding responsibilities and child protection procedures.	Knowledge of national and local SEND priorities and strategies.
Understanding of effective quality assurance processes and their role in school improvement.	
Leadership and Management Skills	
Ability to inspire, motivate, and support staff through positive, relational leadership.	Experience of deputising for senior leaders or taking on wider leadership responsibilities.



Ability to lead by example with professionalism, integrity and consistency.	Experience of supporting curriculum development across a phase or subject area.
Strong organisational skills and ability to manage multiple priorities effectively.	Experience of contributing to or delivering staff training or CPD.
Ability to analyse information and data to inform improvement in behaviour, teaching and curriculum.	
Ability to build strong working relationships with pupils, staff, parents and external agencies.	
Personal Qualities and Attributes	
Passionate about improving outcomes and life chances for pupils with SEND and disadvantaged backgrounds	
Calm, empathetic, and consistent, particularly when supporting behaviour and regulation.	Experience of supporting pupils with complex emotional or behavioural needs.
Resilient, flexible and able to work effectively in a complex and demanding environment.	
Reflective and open to feedback, with a strong commitment to professional learning.	
High expectations of self and others, underpinned by inclusion and equality.	
Excellent communication and interpersonal skills.	
Safeguarding and Child Protection	
A clear commitment to safeguarding and promoting the welfare of all pupils.	Experience supporting safeguarding referrals and working with external agencies.
Understanding of statutory safeguarding guidance and school safeguarding procedures.	Experience contributing to safeguarding training or audits.
Ability to model vigilance and ensure safeguarding is embedded in daily practice.	