



# Person Specification

## Assistant Headteacher

*This post is eligible for a DBS check under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (i.e. it involves certain activities in relation to children and/or adults) and is defined as regulated activity under Part 1 of the Safeguarding Vulnerable Groups Act 2006.*

*Open Thinking Partnership is seeking to promote the employment of disabled people and will make any adjustments considered reasonable to the above duties under the terms of the Equality Act 2010 to accommodate a suitable disabled candidate.*

# Person Specification

ESSENTIAL	DESIRABLE	Where tested; A = Application I + Ac = Interview and/or activities O = observation R = References
<b>Qualifications / Experience</b>		
Qualified teacher status, a good first degree	Higher degree or postgraduate qualification in SEND or systems/organisational leadership	A
Evidence of sustained participation in CPD including in educational leadership	Management / leadership experience	A
Experience of leading CPD for others.	Experience of a range of schools / education establishments	A
Substantial, successful classroom teaching experience including working with pupils with additional needs.		A
<b>Culture, Values and Ethos</b>		
An understanding of safeguarding and how this has been applied in current practice.	Experience of being a Deputy Designated Safeguarding Lead	A I
Able to generate and promote original ideas communicating a consistent and clear message in support of the school vision.	An understanding of how schools can promote values	A I+Ac O R
A determination to progress school development and a desire to fulfil each student's potential. Evidence of a positive and holistic	Experience of implementing strategies for inclusion	A I & Ac O



approach to working with students.		
Able to put the benefits or otherwise for children and young people at the heart of your decision making.		
A commitment to equality of opportunity and an understanding of actions to promote equality and diversity to create a sense of belonging		<b>A</b> <b>I+Ac</b>
<b>Learning, Curriculum and Assessment</b>		
Practical understanding of effective teaching and learning strategies.	Understanding & experience of national expectations linked to identified phase / curriculum	<b>A</b> <b>O</b>
Experience of monitoring and evaluating teaching and using this to develop practice.	Understanding characteristics of effective schools.	<b>A</b> <b>I+Ac</b>
Experience of leading a curriculum development to implementation.	Evidence of effective curriculum leadership	<b>A</b> <b>I</b>
Understand how to use adaptive teaching and learning strategies to plan the national curriculum in a way that is relevant and purposeful for a broad range of students.	Involvement in school improvement, inclusion and outreach work.	<b>A</b> <b>I</b> <b>R</b>
Ability to use student performance data to raise achievement, monitoring and evaluating the impact of targets set.		<b>A</b> <b>I+AC</b>
<b>Teams</b>		
Experience of leading and coordinating a team, motivating students and staff.	Ability to coach and support teachers within the school, enabling them to improve	<b>A</b> <b>I + Ac</b>

	their practice and realise their potential.	
Experience of performance development for teaching and non-teaching staff.	Experience of implementing aspects of a staff development programme, measuring impact and identifying next steps.	A I + Ac
Experience of deploying resources effectively including implementing timetables and allocating the required staffing to achieve positive student outcomes.		I + AC
Able to work effectively with others developing relationships that support development and can be used to provide challenge and resolve conflict.		I+Ac
<b>Community &amp; Accountability</b>		
Experience of working directly with caregivers to raise standards and involvement in the local community.	Experience of leading community projects to raise participation and improve outcomes for students.	A I O
Knowledge of relevant legislation and frameworks that support schools to achieve the highest possible outcomes for students.	Involvement in inspection and post inspection actions with a clear focus on impact of developments undertaken.	A I + Ac R
Ability and dedication to create and promote enabling environments and effective communication channels to support access for all students across any school context.	Experience of playing a leading role in implementing an aspect of school improvement.	A
<b>General</b>		
An understanding of, and commitment to, Equal Opportunities and the ability to apply this to strategic work as well as day-to-day situations ensuring equity for pupils, their care givers and staff.		A R

Must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the provisions of the Equality Duty 2010.		A
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