



Job Role: Assistant Headteacher

Personal Specification

Attributes	Essential	Desirable
Experience	<p>Teaching: A minimum of 4+ years of outstanding classroom practice with evidence of impact on learning behaviours</p> <p>Phase/Middle Leadership: Experience managing a team (e.g. as a Year Group or Phase Leader), including managing interpersonal relationships and holding others to account</p> <p>Curriculum: Experience leading a subject area, including redesigning schemes of work and supporting colleagues with implementation</p> <p>Coordination: Experience organising events, rotas, or timetables within a school setting</p>	<p>Previous involvement in School Self Evaluation and Improvement Planning</p> <p>Experience working in a multi-form entry school (understanding consistency across parallel classes)</p> <p>Experience of performance management of others</p> <p>Experience mentoring ECTs or trainee teachers</p>

Skills/Abilities	<p>Proven ability to deliver consistently high quality lessons, evaluate the impact of these and develop future planning accordingly</p> <p>Able to lead, coach and mentor others, persuading and influencing those resistant to the management of change</p> <p>Able to work as part of and contribute to a whole school team</p> <p>Able to monitor and evaluate teaching, learning and school policy</p> <p>Able to identify the necessary resources which ensure high quality teaching and learning</p> <p>Able to use IT to support both the curriculum and work organisation</p> <p>Able to communicate with a variety of stakeholders (e.g. colleagues, parents, Governors, the community, external agencies)</p> <p>A knowledge of Values Based education (including British Values)</p> <p>Experience planning and resourcing a subject or phase curriculum that demonstrates clear sequencing</p> <p>Experience leading CPD sessions or mentoring colleagues to improve their classroom practice</p> <p>Successful experience as a Subject Leader or Phase Leader</p>	<p>Able to support colleagues in planning class based intervention to support progress towards pupil targets</p> <p>Willingness to develop self and others</p> <p>Experience working across multiple Key Stages (EYFS/KS1/KS2)</p>
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	Excellent communication and interpersonal skills to build positive relationships with pupils, staff, parents, and external agencies.	
Equality Issues	<p>Demonstrable commitment to inclusive teaching and learning</p> <p>Awareness of the effects of discrimination on pupils, parents colleagues and policy</p>	
Specialist knowledge	<p>Pedagogy: Deep understanding of the 'Science of Learning' and how to apply it in a busy classroom</p> <p>Curriculum: Understanding of how to sequence learning (intent) and ensure it is taught effectively (implementation) Demonstrable knowledge of curriculum and assessment</p> <p>Understanding of how to develop creativity in the curriculum</p> <p>Leadership Styles: Understanding of how to lead a team effectively, balancing support with accountability</p>	<p>Specific curriculum area subject knowledge</p> <p>Experience implementing a specific pedagogical framework (e.g. Rosenshine, Mastery, RWI).</p>
Education and training	<p>Qualified Teacher Status (QTS)</p> <p>.</p> <p>Evidence of significant recent CPD regarding curriculum or pedagogy</p> <p>Knowledge of safeguarding and child protection legislation</p>	<p>A relevant National Professional Qualification (e.g. NPQSL, NPQLT, or NPQLTD or similar)</p> <p>Specific training in coaching or mentoring (e.g. Instructional Coaching)</p>
Other requirements	A commitment to implement training on new initiatives to enhance learning	