



HALL GREEN SCHOOL **PERSON SPECIFICATION** **POST: ASSISTANT HEADTEACHER – INTERVENTION & ASSESSMENT**

Salary Range/Grade: Leadership Spine 14-18

Responsible to: The Headteacher

This acts as selection criteria and gives an outline of the types of person and the characteristics required to do the job.

Essential (E): without which candidate would be rejected

Desirable (D): useful for choosing between two good candidates.

Please make sure, when completing your application form, you give clear examples of how you meet the essential and desirable criteria.

Attributes	Essential	How Measured A – Application I – Interview Q – Qualification R – Reference	Desirable	How Measured A – Application I – Interview Q – Qualification R – Reference
Qualifications	Honours Degree or Equivalent Qualified Teacher Status	Q, R	- Evidence of further professional development or other qualifications - Working towards or completion of senior leader qualifications (e.g. NPQSL)	A A
Professional Experience	- Experience and understanding of teaching and learning across the secondary age range - Experience leading assessment, reporting or data systems - Experience leading intervention strategies to raise attainment - Experience managing or coordinating internal/external exams - Significant and successful management responsibility - Proven track record of successful leadership of a whole school responsibility	A, R, I A, R, I A, R, I A, R, I A, R, I A, R, I	- Experience of being on a Senior Leadership Team - Experience leading careers/work-related learning - Experience with BTEC/Vocational qualifications - Experience of co-ordinating timetables/rotas - Experience of working with and engaging the involvement of external partners, governors, parents and the wider community - Experience in different school settings	A, R A, I A A A, R A

Attributes	Essential	How Measured A – Application I – Interview Q – Qualification R – Reference	Desirable	How Measured A – Application I – Interview Q – Qualification R – Reference
Professional Experience (continued)	- Responsibility for developing, monitoring and evaluating aspects of school provision - Evidence of monitoring, evaluating and reviewing the performance of individuals and teams through a robust performance management system - Experience of contributing to self-evaluation and school improvement - Experience of leading training and other staff development activities	A, R A, R A, R A, R, I	Experience of line management of middle leaders	A, I
Skills	- Strong analytical skills with ability to interpret performance data - Ability to positively influence others - Ability to motivate, lead and manage people to work both individually and in teams - Ability to implement change and plan strategically - Outstanding communication skills, with a range of audiences both orally and in writing - Ability to understand, analyse and interpret school performance data - Ability to prioritise, work under pressure and meet deadlines - Effective problem-solving skills - Effective administration and organisational skills	A, I R, I R, I A, I A, I I I I I		
Knowledge and Understanding	- Strong understanding of assessment principles and progress tracking - Knowledge of effective whole-school intervention strategies	A, I A, I	- Understanding of BTEC quality assurance processes - Awareness of national developments in assessment	A, I A, I

Attributes	Essential	How Measured A – Application I – Interview Q – Qualification R – Reference	Desirable	How Measured A – Application I – Interview Q – Qualification R – Reference
Knowledge and Understanding continued	- Understanding of statutory requirements for exams - Knowledge of supporting pupil premium and vulnerable learners - Knowledge and understanding of safeguarding and child protection	A, I A, I A, I		
Personal Attributes	- Value all children and be committed to the development of the whole child - Relate well to pupils, staff and parents/carers and care about their individual needs - Able to adapt to changing circumstances and new ideas in a positive and creative manner - Has high expectations of self and others - Good judgement - Energy and enthusiasm - Integrity and loyalty - Commitment to an open, collaborative style of management - A good sense of humour - Resilience, determination and passion to succeed - Reflective	A, I, R A, I, R A, I, R A, I, R A, I, R A, I, R A, I, R A, I, R A, I, R A, I, R A, I, R		
Equal Opportunities	Knowledge of and commitment to equal opportunities issues as they relate to education and schools	A, I, R		
Safeguarding	The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.			

(A = Application Form, I = Interview, Q = Proof of Qualification or evidence of relevant recent experience)

We will consider any reasonable adjustments under the terms of the Equality Act 2010 to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

Hall Green School is committed to safeguarding and promoting the welfare of its pupils and expects all those working at the School to share this commitment. Successful applicants will be required to undergo pre-appointment checks appropriate to the post, including checks with past employers and Enhanced Disclosure and Barring Checks.