



Norwood Primary School - Assistant Headteacher (L1–L5)

Person Specification

This person specification outlines the qualifications, experience, knowledge, skills and personal qualities required for the role of Assistant Headteacher with responsibility for English. Candidates will be assessed through application, interview, references, tasks and observation.

Key:

- **E** = Essential
- **D** = Desirable

Qualifications and Professional Development

Criteria	E/D
Qualified Teacher Status (QTS)	E
Degree or equivalent qualification	E
Evidence of continued professional development relevant to leadership and school improvement	E
Relevant leadership qualification (e.g. NPQSL, NPQH or equivalent)	D
Evidence of specialist training in English, phonics, literacy development or curriculum leadership	D

Experience

Criteria	E/D
Successful teaching experience within a primary school setting	E
Proven record of securing strong outcomes for pupils and raising standards	E
Experience of leading a curriculum subject, phase, key stage or school improvement initiative	E
Experience of monitoring teaching and learning and supporting colleagues to improve practice	E

Experience of analysing attainment, progress and assessment data to improve outcomes	E
Experience of leading or contributing to curriculum development	E
Experience of delivering professional development, coaching or mentoring staff	E
Experience of working effectively with parents, carers and external agencies	E
Experience of contributing to self-evaluation and school improvement planning	E
Experience of line management and/or performance management responsibilities	D
Experience as a member of a leadership team	D
Experience of leading safeguarding, behaviour or attendance initiatives	D

Knowledge and Understanding

Criteria	E/D
Secure knowledge of the National Curriculum and statutory requirements for primary education	E
Excellent understanding of effective teaching, learning and assessment practices	E
Excellent knowledge of English across the primary phase, including reading, writing, phonics and oracy	E
Understanding of evidence-informed approaches to raising attainment and achievement	E
Knowledge of curriculum design, monitoring and evaluation	E
Understanding of inclusion, SEND and strategies to support vulnerable learners	E
Thorough understanding of safeguarding requirements and Keeping Children Safe in Education	E
Knowledge of behaviour management strategies that promote positive learning attitudes	E

Understanding of school accountability measures, inspection frameworks and school improvement processes	D
Knowledge of leadership and change management principles	D

Leadership and Management Skills

Criteria	E/D
Ability to contribute strategically to whole-school improvement	E
Ability to lead, motivate and inspire colleagues to achieve high standards	E
Ability to monitor performance and implement effective actions for improvement	E
Ability to evaluate the impact of initiatives and use evidence to inform decision-making	E
Ability to manage competing priorities effectively and meet deadlines	E
Ability to support staff development through coaching, mentoring and professional dialogue	E
Ability to lead by example through exemplary classroom practice	E
Ability to deputise for the Headteacher when required	E
Ability to coordinate operational aspects of school life effectively	E

Communication and Interpersonal Skills

Criteria	E/D
Excellent verbal and written communication skills	E
Ability to build positive professional relationships with pupils, staff, parents, governors and external partners	E
Ability to communicate high expectations with clarity and sensitivity	E
Ability to manage difficult conversations professionally and constructively	E

Ability to work collaboratively as part of a leadership team	E
Ability to represent the school positively within the wider community	E

Personal Qualities and Values

Criteria	E/D
Demonstrates a clear commitment to safeguarding and promoting the welfare of children	E
Passionate about achieving the best possible outcomes for all pupils	E
Commitment to equality, diversity, inclusion and high aspirations for every child	E
High levels of integrity, professionalism and confidentiality	E
Resilient, adaptable and able to remain calm under pressure	E
Enthusiastic, proactive and solution-focused	E
Reflective practitioner with a commitment to continuous improvement	E
Ability to inspire confidence, trust and respect from others	E
Commitment to supporting the ethos, values and vision of the school	E
Sense of humour and ability to contribute positively to a strong team culture	D

Safeguarding Requirements

Criteria	E/D
Commitment to safeguarding and promoting the welfare of children and young people	E
Willingness to undertake an Enhanced DBS check and all relevant pre-employment checks	E
Ability to uphold all safeguarding, child protection and staff conduct policies and procedures	E

Demonstrates suitability to work with children and young people in accordance with Keeping Children Safe in Education	E
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Overall Profile

The successful candidate will be an outstanding primary practitioner and emerging or experienced leader who combines strategic thinking with excellent classroom practice. They will have the ability to lead English across the school, inspire colleagues, champion inclusion and safeguarding, and work in partnership with the Headteacher to drive continuous school improvement and secure the best possible outcomes for every child.