

WILLINGDON COMMUNITY SCHOOL – ASSISTANT HEADTEACHER PERSON SPECIFICATION

This person specification lists the qualifications, experience, knowledge, professional values, learning and teaching practice, competencies and personal qualities of the person required to undertake the post. It will be to assist in drawing up a shortlist of candidates for interview, and during the interview/selection process. Applicants should provide evidence to demonstrate their suitability for the position and how they meet the requirements of the person specification in the application form and any supporting statement.

Qualifications	Essential	Desirable
	<ul style="list-style-type: none"> • Must have qualified teacher status (QTS) • Evidence of Development of Leadership skills either through NPQs or our own internal Aspiring Senior Leader programme 	<ul style="list-style-type: none"> • Good Honours Degree or equivalent • Post Graduate degree or qualification
Knowledge & Experience	Essential	Desirable
	<ul style="list-style-type: none"> • Successful experience within secondary school middle leadership team • Record of successful team leadership • Record of raising standards in teaching and learning • Effective financial and resource management • Collaborative relationships with range of educational stakeholders • Commitment to safeguarding and promoting the physical and emotional health and wellbeing of young people • Commitment to educational inclusion so that all students have the opportunity to be the best they can be. • Evidence of driving an initiative bringing positive impact across the school. • A consistently outstanding practitioner which is evidenced through their own observations and KS4 outcomes. • Experience of leading the PMR process for an area or a department 	<ul style="list-style-type: none"> • Evidence of collaborative work with other schools or colleges • Experience as an Assistant Associate Headteacher or equivalent strong middle leadership responsibility

Personal Qualities & Abilities	Essential	Desirable
	<ul style="list-style-type: none"> • Ability to hold and articulate a forward vision for further school improvement • Ability to create policies and development plans, through informed decision making, consultation and review • Capacity to communicate with, support and challenge a wide range of people associated with the school • Ability to lead change by personal example and inspire commitment from others • Commitment to demand and achieve ambitious standards for all students through challenging goals and targets • Ability to manage and hold all staff to account for their professional conduct and practice • Commitment to work with the governing body to set school strategy and enable effective governance. 	

Skills & Competencies: General	Essential	Desirable
	<ul style="list-style-type: none"> • Time management skills, organisational skills and the ability to meet targets and deadlines • Ability to communicate to a diverse range of stakeholders at all levels, verbally and in writing • Demonstrate the capacity to lead and motivate others, be reflective, resilient and adaptable • An enthusiasm and commitment to raising standards aimed at making a positive difference to children and young people • IT and keyboard skills, including use of e-mail • Ability to manage challenging behaviour • Ability to solve problems and make decisions • Ability to be flexible in approach • Able to develop a meaningful relationship with the young person, based on trust and respect. • Accessible and approachable • Ability to remain calm under pressure 	

Skills & Competencies: Learning & Teaching	Essential	Desirable
	<ul style="list-style-type: none"> • Ability to establish and maintain a motivating learning environment for students and a positive working environment for staff • Ability to communicate effectively with all stakeholders- parents, students, staff, governors and so on • Ability to lead, communicate and collaborate effectively with colleagues to support the needs of learners • Being an outstanding practitioner and leading by example is essential • Driven by the desire to improve the life chances of every student irrespective of their circumstances or disposition. • Knowledge of best practice and procedures in school for safeguarding children and young people • Ability to establish a learning environment where learners feel safe, secure and confident 	