

ABINGDON LEARNING TRUST



Assistant Headteacher / Director of JMF6 Abingdon

PERSON SPECIFICATION

	Essential	Desirable	Assessed
Education/Training			
<ul style="list-style-type: none"> • Graduate with Qualified Teacher Status • Evidence of further professional development • Higher degree (MA) in education or education leadership • National Professional Qualification for Headship (NPQH) aspiration to complete within a two year timescale 	<ul style="list-style-type: none"> ✓ ✓ 	<ul style="list-style-type: none"> ✓ ✓ 	<ul style="list-style-type: none"> AF AF AF AF, I
Relevant Experience			
Teaching and Learning			
<ul style="list-style-type: none"> • Enthusiastic and exceptional teacher with a proven track record of excellent results in public examinations • Proven success in raising achievement as both a subject teacher and through middle leadership responsibilities across at least two key stages • Experience of challenging, developing and enhancing the teaching practice of others. • Track record of raising standards in teaching and learning through effective planning, assessment and record keeping. • Successful experience of implementing and leading robust processes of monitoring, evaluation and review that provide performance data that is then used to improve the quality of teaching and learning. 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ ✓ 		<ul style="list-style-type: none"> SS, I, R SS, I, R SS, I, R SS, I, R SS, I, R
Leadership and Management			
<ul style="list-style-type: none"> • Previous experience of leading a successful Sixth Form • Previous experience of senior leadership • Experience of leading a whole school priority • Recent (last three years) experience of significantly raising standards of attainment within a school, Faculty or Department. • Experience of financial management including planning, monitoring and control of budgets. • Evidence of successful leadership, support and management of others, both individuals and teams, ensuring high quality performance. • Experience of managing and monitoring the performance of staff. • Experience of successfully leading a whole school initiative. • Experience of successful management of change, including evaluating problems, developing and implementing appropriate solutions and monitoring effectiveness. 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ 	<ul style="list-style-type: none"> ✓ ✓ 	<ul style="list-style-type: none"> AF, SS, I, R AF, SS, I, R SS, I SS, I, R SS, I SS, I SS, I SS, I

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	Essential	Desirable	Assessed
<ul style="list-style-type: none"> • Experience of embedding innovative and effective strategies for Assessment for Learning (including formative use of data, tracking, intervention and mentoring). • Involvement in applications for major funding or other initiatives. • Experience of working with Governors, parents and the wider community. 		<ul style="list-style-type: none"> ✓ ✓ 	<ul style="list-style-type: none"> SS, I SS SS
Relevant Skills/Aptitudes			
<ul style="list-style-type: none"> • Excellent written and oral communication skills. • Excellent interpersonal skills. • Good numeracy and data handling skills, especially relating to the use of student attainment data. • Excellent organisational skills. • High level of ICT skills and experience of how new technologies can be used to raise achievement and attainment. • Ability to delegate within appropriate parameters and hold people accountable for that delegated responsibility. • Ability to effectively motivate and lead high performing teams. • Ability to motivate, inspire and relate appropriately to staff and students in a variety of contexts. • Ability to effectively prioritise own workload and that of others. • Ability to lead and manage own work effectively and take responsibility for own professional development. 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ 		<ul style="list-style-type: none"> AF, SS, I I, R I I, R SS, R SS, I, R SS, I, R SS, I, R SS, I, R AF, R
Knowledge			
<ul style="list-style-type: none"> • Post-16 national strategy, curriculum, programmes of study, UCAS, careers advice • Knowledge of the major issues in teaching and learning, curriculum, care and welfare of students including Pupil Premium. • Knowledge of current trends in educational development and management. • Knowledge of appropriate educational legislation including Equal Opportunities. • An understanding of, and commitment to, safeguarding. • Good understanding of the requirements for effectively monitoring teacher effectiveness and measuring standards and outcomes. • A thorough understanding of the nature of learning and its implications for the development of effective teaching and behaviour strategies • A sound understanding of the strategies which help to raise students' achievement and attainment. • An understanding of value-added measurement and benchmark data as tools for improving standards. 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ 	<ul style="list-style-type: none"> ✓ ✓ ✓ 	<ul style="list-style-type: none"> SS, I SS, I SS, I I I SS, I, R SS, I, R SS, I I

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	Essential	Desirable	Assessment
<ul style="list-style-type: none"> Understanding of how specialisms can be used across the curriculum to raise standards 		✓	I
Personal Qualities			
<ul style="list-style-type: none"> Ability to create, inspire and promote a culture of high achievement for all, with all learners achieving their full potential. Ability and enthusiasm to promote our vision and values and its achievements to the local and wider communities. Integrity, commitment, flexibility, reliability, enthusiasm, sense of humour, and energy to persevere and succeed. Excellent attendance and punctuality. Able to demonstrate personal and emotional resilience in stressful situations. A commitment to high expectations for staff and students. A keen sense of professionalism. Flexible approach to work to meet the requirements of the post and a commitment to out-of-hours attendance at strategic and operational meetings (early morning, early evening, scheduled weekend and holidays). 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ ✓ ✓ ✓ 		<ul style="list-style-type: none"> I, R I, R I, R AF, I, R I, R I, R I I, R

Assessment Key: AF: Application Form; SS: Supporting Statement; I: Interview Process; R: Reference

March 2022