

ABINGDON LEARNING TRUST



John Mason School
Excellence Through Creativity

Assistant Headteacher – Behaviour, Attitudes and Attendance

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 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 SS, I SS, I, R SS, I 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. 		 ✓ ✓	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. 	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓		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"> • Knowledge of the major issues in teaching 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. 	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓	 ✓ 	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. 	✓		I, R
<ul style="list-style-type: none"> Ability and enthusiasm to promote our vision and values and its achievements to the local and wider communities. 	✓		I, R
<ul style="list-style-type: none"> Integrity, commitment, flexibility, reliability, enthusiasm, sense of humour, and energy to persevere and succeed. 	✓		I, R
<ul style="list-style-type: none"> Excellent attendance and punctuality. 	✓		AF, I, R
<ul style="list-style-type: none"> Able to demonstrate personal and emotional resilience in stressful situations. 	✓		I, R
<ul style="list-style-type: none"> A commitment to high expectations for staff and students. 	✓		I, R
<ul style="list-style-type: none"> A keen sense of professionalism. 	✓		I
<ul style="list-style-type: none"> 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). 	✓		I, R

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

January 2022