



## Person Specification - Assistant Headteacher – Head of Sixth Form



Criteria	Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Good honours degree</li> <li>• Teaching qualification</li> </ul>	<ul style="list-style-type: none"> <li>• Further qualification in education and/or management</li> </ul>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• Passionate and enthusiastic subject specialist</li> <li>• Good in-depth up-to-date understanding of your subject and its curriculum</li> <li>• Clear knowledge and understanding of the implications of current educational developments relevant to specific areas of responsibility</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of Ofsted inspection framework and Evaluation Schedule</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• A driven individual who will not settle for mediocrity and who will raise standards across the school</li> <li>• Experience of more than one secondary academy/school</li> <li>• Curriculum and/or pastoral experience at middle leader level in a secondary school/academy</li> <li>• Proven track record of raising educational standards</li> <li>• Clear track record of working at a strategic level with a school/academy to bring about school/academy improvement</li> <li>• Experience and proven expertise in the teaching of at least one A-level subject</li> <li>• An awareness of the Post 18 application process (including UCAS and Oxbridge)</li> </ul>	<ul style="list-style-type: none"> <li>• An understanding of marketing and the options process</li> <li>• An understanding of blocking and timetabling implications</li> </ul>
<b>Raising Standards</b>	<ul style="list-style-type: none"> <li>• To put pupils and students first in everything you do</li> <li>• Consistent focus on student outcomes and commitment to Trust-wide focus on student achievement and outcomes</li> <li>• Ability to provide clear evaluation and strategies for improvement for teams and teachers and measuring the impact of such strategies</li> <li>• Experience of success in improving the performance of student outcomes through tracking, monitoring and creative intervention</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to use ALPS or ALIS and other A-level performance and targeting setting mechanisms</li> <li>• Production and implementation of improvement plans and policies</li> </ul>
<b>Shaping the Future</b>	<ul style="list-style-type: none"> <li>• Clear vision for the sixth form at Malmesbury and ability to link this to school strategy</li> <li>• Clearly articulated vision for the development of teaching and learning for KS5</li> <li>• Experience of making strategic decisions</li> <li>• Commitment to the development of the school ethos including high standards of behaviour</li> <li>• Dedicated, committed, high profile leader who will hold others to account in relation to policy and professional standards</li> <li>• Experience of successfully implementing educational change</li> </ul>	<ul style="list-style-type: none"> <li>• Responsibility for strategic planning at faculty or key stage level</li> <li>• An understanding of the role of entry requirements to Post 16 study</li> </ul>
<b>Leading Learning &amp; Teaching</b>	<ul style="list-style-type: none"> <li>• Commitment to school-wide focus on student achievement and closing any gaps</li> <li>• Experience in lesson observations and providing detailed and developmental feedback</li> <li>• Demonstration of high expectations, including leading by example as a teacher</li> <li>• Outstanding teacher who is able to lead by example in this area</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently excellent examination outcomes</li> </ul>
<b>Developing Self and Working</b>	<ul style="list-style-type: none"> <li>• Commitment to the development of the Trust ethos including high standards of behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of making strategic</li> </ul>

<b>with Others</b>	<ul style="list-style-type: none"> <li>• Consistent focus on outcomes</li> <li>• Ability to establish clear, uncompromising professional relationships/boundaries</li> <li>• Ability to provide clear strategies for improvement, following analysis/review of data and/or performance</li> <li>• Skills in coaching and improving performance of others</li> <li>• Ability to set appropriate and challenging targets</li> <li>• Evidence of effective staff training and ability to deliver bespoke CPD to all colleagues</li> <li>• Understanding of when to consult or seek advice and responsive to feedback</li> <li>• To actively pursue your own professional development</li> </ul>	<p>decisions</p> <ul style="list-style-type: none"> <li>• Proven track record of mentoring/coaching teaching staff (ideally with KS5 T&amp;L)</li> <li>• The ability to report to, inform and engage Governors regarding key aspects of the school's work</li> </ul>
<b>Securing Accountability</b>	<ul style="list-style-type: none"> <li>• Dedicated and committed leader who will hold others to account in relation to policy and professional standards</li> <li>• Appreciation of the need to delegate responsibility with accountability</li> <li>• Ability to identify underperformance in staff in the relentless pursuit of improved standards and outcomes across the school</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of challenging and supporting staff to raise standards</li> <li>• Experience of working as an appraiser</li> </ul>
<b>Working with Stakeholders</b>	<ul style="list-style-type: none"> <li>• Ability to gain professional credibility swiftly with Headteachers and other leaders</li> <li>• Commitment to build and manage high performing teams</li> <li>• Commitment to partnership between governors, staff, parents and students and ability to build excellent relationships with all stakeholders</li> <li>• Responsive to the nature of the school's communities, partners and stakeholders</li> <li>• Prepared to undertake outreach work on behalf of the Trust</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of effective work within the wider school community and across a Trust on Post 16 development</li> <li>• Knowledge of child protection procedures</li> <li>• Ability to step in as Deputy Safeguarding Lead with training</li> </ul>
<b>Personal Qualities &amp; Attributes</b>	<ul style="list-style-type: none"> <li>• A love of working with young people</li> <li>• A commitment to comprehensive and inclusive education</li> <li>• A strong role model for students and staff</li> <li>• Resilient and energetic</li> <li>• High professional standards</li> <li>• Dynamic, positive and constructive</li> <li>• Excellent interpersonal skills</li> <li>• Flexible in order to meet the constantly changing demands of the role</li> <li>• The ability to inspire and innovate through excellent written and verbal communication skills</li> <li>• Highly articulate</li> <li>• Ability to make and take decisions and to prioritise</li> <li>• Ability to work under pressure, think creatively and to anticipate and solve problems</li> <li>• Good sense of humour</li> <li>• Sense of proportion</li> <li>• Sound judgement</li> <li>• Honesty and trustworthiness</li> <li>• Willingness to learn from mistakes</li> <li>• Empathy and excellent listening skills</li> <li>• Natural flair for communicating with young people</li> </ul>	<ul style="list-style-type: none"> <li>• The capacity and desire for promotion to Deputy Headship and beyond</li> </ul>