



Person Specification - Assistant Headteacher – Head of Sixth Form



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

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