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| **Qualifications and Experience** | |
| **Essential Criteria** | **Desirable Criteria** |
| * Qualified Teacher Status (QTS) and a recognized degree. * Substantial experience in teaching within a primary school setting. * Proven track record of raising standards of teaching and learning. * Experience in a middle or senior leadership role, such as Key Stage Leader, Subject Leader, or similar. * Evidence of continuous professional development in educational leadership and management. | * Completion of or working towards a relevant leadership qualification, such as the National Professional Qualification for Senior Leadership (NPQSL). * Completion of or working towards the CCRS qualification. * Experience in coaching and mentoring colleagues to improve their practice. * Experience in leading whole-school initiatives that have resulted in positive outcomes. |
| **Professional Knowledge and Skills** | |
| **Essential Criteria** | **Desirable Criteria** |
| * In-depth understanding of the primary curriculum and current educational initiatives, including safeguarding and child protection. * Ability to analyse data to inform school improvement strategies and drive student progress. * Knowledge of effective teaching and learning strategies to promote high standards and effective classroom management. * Experience in leading and managing teams, including the ability to inspire, challenge, motivate, and empower staff. * Understanding of assessment practices and the ability to implement a robust system for monitoring student progress. * Familiarity with the principles of school improvement planning, monitoring, and self-evaluation. | * Understanding of the principles of effective Early Years teaching and Leadership * Knowledge of current educational research and the ability to apply this to school practice. |
| **Leadership and Management** | |
| **Essential Criteria** | **Desirable Criteria** |
| * Strong leadership qualities, including the ability to lead by example, manage change, and maintain high expectations. * Proven ability to develop and implement school policies and procedures. * Effective communication skills, both written and oral, with the ability to engage a range of stakeholders, including pupils, parents, staff, and governors. * Experience in managing resources, including budgets and staff deployment, to maximize educational outcomes. * Commitment to promoting a positive and inclusive school culture where every child is valued and can achieve their full potential. * Ability to manage and resolve conflict and handle sensitive issues with tact and diplomacy. | * Experience in Leading Religious Education in a Catholic School. |
| **Personal Attributes** | |
| **Essential Criteria** | **Desirable Criteria** |
| * Demonstrates a passion for education and a commitment to continuous school improvement. * High levels of personal integrity, professionalism, and commitment. * A reflective practitioner with the ability to take initiative, think strategically, and make decisions based on sound judgment. * Highly organized, able to prioritize tasks effectively, and work under pressure to meet deadlines. * Resilient, adaptable, and willing to embrace new challenges and opportunities. * Committed to promoting the welfare and safeguarding of children, ensuring a secure and supportive environment for all pupils. | * Ability to contribute to the wider life of the school community through extracurricular activities and events. * A sense of humour, creativity, and a positive attitude toward challenges. * Commitment to Equal Opportunities: * Demonstrate a commitment to promoting equality and diversity within the school community. * Show an understanding of how to develop and sustain an inclusive school culture that values all staff, pupils, and parents. * This specification aims to ensure that the Assistant Head Teacher is well-equipped to contribute positively to the strategic leadership and management of the school, providing excellent opportunities for all pupils and staff to thrive. |