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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.
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| **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.
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| **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.
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| **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.
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