

LAMPTON SCHOOL ASSISTANT HEADTEACHER (STUDENT PERFORMANCE): PERSON SPECIFICATION

Essential	Desirable	Evidence
Qualifications and experience		
<ul style="list-style-type: none"> • First degree • Qualified teacher status • Teaching experience with the designated age range • Of child safeguarding issues and successful use of measures that promote and ensure the safeguarding of children • Successful track record of driving strategies to raise standards of teaching and learning for all groups of pupils 	<ul style="list-style-type: none"> • Further relevant professional studies • Experience of more than one school / academy • Experience of more than one key stage • Knowledge and experience of timetabling • Knowledge and experience of data analysis 	<ul style="list-style-type: none"> • Application form • Certificates • References
Leading strategically with specific reference to student performance		
<p>Knowledge and understanding of:</p> <ul style="list-style-type: none"> • Models of effective leadership and organisational structures • Leading change, creativity and innovation • Developments in education at local, national and global levels • Ways of achieving stakeholder engagement <p>Skills:</p> <ul style="list-style-type: none"> • Think strategically, analytically and creativity • Deal with complexity and uncertainty • Anticipate, lead and manage change • Use of research to support and challenge practice • Inspire, challenge, motivate and empower others to attain challenging outcomes • Celebrate achievement and acknowledge excellence • Model the vision and values of the school • Build capacity and achieve sustainability 	<p>Knowledge and understanding of:</p> <ul style="list-style-type: none"> • Strategic planning processes, tools and techniques <p>Skills:</p> <ul style="list-style-type: none"> • Demonstrate political acumen • Build a vision and communicate a clear purpose and sense of direction • Work strategically with the governing body 	<ul style="list-style-type: none"> • Application form • Letter of application • Certificates • References

Essential	Desirable	Evidence
Leading on improving student performance		
<p>Knowledge and understanding of:</p> <ul style="list-style-type: none"> • Target setting • Timetable construction • Processes by which pupils choose the GCSEs they wish to study • Tools for data collection and analysis • Curriculum design and management • Ways of applying effective practice and research evidence to improve outcomes • Principles of quality learning, teaching and assessment including self-evaluation • Use of external support and expertise • New technologies to support learning and teaching • How timetabling and data analysis can improve outcomes and achieve excellence for all • Impact of external community and family factors on learning • Current guidance and issues regarding assessment and accountability <p>Skills:</p> <ul style="list-style-type: none"> • Design, develop and deliver the curriculum • Support Lampton's commitment to equal opportunities • Achieve the best possible learning outcomes for all • Analyse and interpret progress data • Deploy technology to support teaching and learning • Capitalise on external support and expertise • Evaluate, review and develop systems, structures and practice • Develop and use effective assessment systems • Engage parents in students' teaching and learning 		<ul style="list-style-type: none"> • Application form • Letter of application • Certificates • References

Essential	Desirable	Evidence
Leading the organisation with specific reference to student performance		
<p>Knowledge and understanding of:</p> <ul style="list-style-type: none"> • Effective recruitment, deployment and management of staff • Technology to enhance organisational effectiveness • Strategies to maximise contributions from the workforce • Accountability frameworks <p>Skills:</p> <ul style="list-style-type: none"> • Seek expertise and advice from within and outside of the school • Delegate, collaborate and distribute leadership • Manage others within an accountability framework • Create an environment which enables people to perform at their best and underpins effective employee relations • Develop and sustain a safe, secure and healthy school environment • Manage the school's financial, human and physical resources • Provide training and development for staff 	<p>Knowledge and understanding of:</p> <ul style="list-style-type: none"> • Strategic financial planning, budget management and principles of best value • Project management techniques 	<ul style="list-style-type: none"> • Application form • Letter of application • Certificates References

Essential	Desirable	Evidence
Leading people with specific reference to student performance		
<p>Knowledge and understanding of:</p> <ul style="list-style-type: none"> • Significance of interpersonal relationship, including impact on teacher performance and pupil learning • Performance management, continuous professional learning and sustained improvement • Building motivation, including the importance of celebrating achievement • Own performance, ways of obtaining feedback and how to improve • Support and development systems for individuals and teams • Building and sustaining a learning community within a diverse workforce <p>Skills:</p> <ul style="list-style-type: none"> • Develop self-awareness, self-management and self-confidence and use them effectively • Listen, reflect and communicate effectively • Give feedback and provide support to improve performance • Hold people to account and challenge under performance • Develop a culture of continuous profession learning • Receive and act on feedback to build on strengths and improve personal performance • Negotiate and mange conflict, providing appropriate support • Motivate, develop, empower and sustain individuals and teams • High standards of personal and professional conduct 	<p>Skills:</p> <ul style="list-style-type: none"> • Foster an open, fair and equitable culture • Create a culture which encourages ideas and contributions from other 	<ul style="list-style-type: none"> • Application form • Letter of application • Certificates References

Essential	Desirable	Evidence
Leading in the community with specific reference to student performance		
<p>Knowledge and understanding of:</p> <ul style="list-style-type: none"> • Collaboration and partnership working (including school, home and community partnerships) • Wider curriculum beyond the school and opportunities it provides <p>Skills:</p> <ul style="list-style-type: none"> • Establish and engage in partnership • Consult, engage and communicate with staff, pupils, parents, carers and outside agencies to enhance pupil progress • Engage in cross phase working and transition issues 	<p>Knowledge and understanding of:</p> <ul style="list-style-type: none"> • The diversity of professional cultures and ways of working • Diversity <p>Skills:</p> <ul style="list-style-type: none"> • Collaborate and work within and across the community • Engage the community in systematic evaluation of the school's work and act on outcomes • Engage in school to school collaboration and contribute to leadership in the wider education system 	<ul style="list-style-type: none"> • Application form • Letter of application • Certificates • References