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| ***Botwell House Catholic Primary School, Person Specification for post of AHT*** (A = Application I = Interview R = References) | Essential | Desirable |
| ***Education, Qualification and training*** |  |  |
| * Teaching degree or postgraduate qualification
 | A |  |
| * Qualified Teacher Status
 | A |  |
| * Evidence of On-going professional learning and development and knowledge of current issues
 | A/I |  |
| * Paediatric First Aid Qualification
 |  | A/I/R |
| * Catholic Certificate of Religious Studies certification (or currently being undertaken)
 |  | A/I/R |
| ***Experience*** |  |  |
| * Experience having a positive impact on a range of settings and ages across a key stage.
 |  | A/I |
| * Experience of strategically leading a team through change and effective management
 | A/I |  |
| * Successful implementation of quality assessment to inform teaching and learning
 | A/I/ |  |
| * Effective curriculum leadership and management
 |  | A/I |
| * Experience of working in a multi-cultural context with children for whom English is an additional language
 | A/R |  |
| * Experience coaching and mentoring teachers to improve their outcomes
 |  | A/I/R |
| ***Knowledge & Understanding*** |  |  |
| * Knowledge of current educational issues, neurodiversity and research
 | A |  |
| * Clear competence of working with ICT and evidence of the strategic use of data
 | R/I |  |
| * Ability to provide a broad, balanced, contextualised and creative sequenced curriculum
 | A/I |  |
| * An understanding of the issues involved in promoting social inclusion and the factors that have the greatest influence on the lives of young children including the importance of building the resilience of parents and reducing stressors to ensure all children reach their full potential.
 | A/I/R |  |
| * Detailed understanding of their safeguarding and child protection responsibilities
 | A/I |  |
| ***Requirements of Assistant Head*** |  |  |
| * Ability to foster equality and promote the richness of diversity through the curriculum, in relationship with parents, and in the supervision, support and leadership of staff.
 | A/I/R |  |
| * Ability to be reflective and evaluate quality of teaching and learning supported by insightful analysis of qualitative and quantitative data to bring about improvement and progress.
 | A/R |  |
| * Knowledge and understanding of, the importance of mainstream educational inclusion for children with special educational needs.
 | A/R |  |
| * Ability to lead, manage and motivate staff in the development of quality education and care.
 | A/R |  |
| * Commitment to supporting a whole school mental health approach for all stakeholders
 |  | A/I/R |
| * Highly effective communication, interpersonal and emotional intelligence skills which support facilitate trust and positive relationships with staff, parents, children and partners.
 |  | A/R |
| * Understanding of the importance of appropriate information sharing and confidentiality in supporting children’s and families well-being.
 |  | A/I |
| * Financial and budget management skills.
 |  | A/I |
| ***Commitment to Equality*** |  |  |
| * Demonstrate a commitment to and carry out duties with regard to the equality Act
 | A/I/R |  |
| * Have a moral obligation underpinned by strong ethics
 | A/R |  |
| * Commitment to putting our children first and foremost in all decisions and discussions
 | A/R |  |
| * Dedication to ensuring that children and staff are safe and protected against harm
 | A/R |  |