



Assistant Headteacher Job Specification – March 2025

<u>Essential</u>	<u>Desirable</u>
B.Ed. or PGCE with Qualified Teacher Status.	Further professional qualification (E.g. Middle leader or Masters).
Experience across EYFS, KS1 and KS2	Extensive experience across EYFS, KS1 and KS2
Evidence of being an exemplary practitioner and able to demonstrate effective teaching of pupils with Autistic Spectrum Disorder, Severe Learning Difficulties and or Profound and Multiple Learning Difficulties	Evidence of using creative strategies to meet a diverse range of individual needs Expertise and knowledge of teaching children with profound and multiple Learning Difficulties
Ability to effectively deploy staff to meet the needs of a group of children, both daily and longterm	Some experience of whole school staffing issues and deploying staff beyond immediate class
Experience of using Augmentive and Alternative Communication (AAC) systems, such as Pecs and Makaton	Experience of using a range Augmentive and Alternative Communication (AAC) systems including high tech aids
Understanding of the performance management process for all staff	Some understanding of challenging/addressing under performance
Evidence of supporting, motivating and mentoring staff to improve practice	Able to both mentor and coach staff as appropriate to improve performance
Experience of communicating to a range of audiences – written, oral and ICT	Experience of communicating to a wide range of audiences – written, oral and ICT
Confident and able to take the lead during challenging behaviour incidences Awareness of Zones of Regulation and the principles involved	PRICE trained Knowledge and experience at implementing the Zones of Regulation Programme Able to help teams problem solve behaviour and find creative solutions to support challenges with behaviour
Some experience of keeping children safe and responding to concerns	Experience of liaising with social care Trained as a DSL Trained and experience of the designated teacher role
Understanding of leading an initiative and leading improvement	Some experience of leading an initiative and planning for school improvement in own curriculum area
Evidence of participation in the development of the curriculum.	Evidence of participation in the development of the curriculum in a Special School setting.
Evidence of building positive relationships with children, staff and parents	Evidence of building positive relationships with children, staff and parents across the school
Is a reflective practitioner and able to work under pressure whilst retaining a sense of humour.	Demonstrates a high level of resilience and is aware of the challenges and demands of the post.

