

Padnell Infant School – Person Specification for Assistant Headteacher

	Essential	Desirable
Professional Qualifications and training	<ul style="list-style-type: none"> • Qualified teacher status. • Evidence of significant and relevant continued professional learning. • Ability to identify own learning needs. 	<ul style="list-style-type: none"> • Postgraduate or leadership development qualification. • Team Teach/ Positive Handling
Experience	<ul style="list-style-type: none"> • Evidence of being an excellent classroom practitioner within EYFS, KS1 or both. • Significant experience of leadership within KS1 and/or EYFS. • Evidence of leading and implementing significant change which has positively impacted pupil outcomes. • Experience of leading professional development. • Experience of leading and developing a core subject area and/or middle leadership role (or above), demonstrating sustained impact. 	<ul style="list-style-type: none"> • Experience of coaching / mentoring and developing others.
Strategic Leadership	<ul style="list-style-type: none"> • Experience of implementing and managing change with significant, sustained impact • Experience of leading and working with teams to drive improvement. • Ability to inspire and motivate staff, pupils, parents and governors. • Evidence of successful strategies for planning, implementing, monitoring and evaluating school improvement. • Ability to analyse data and use it to inform strategic decision-making, driving improvement. • Experience of developing strategic action plans, setting targets and monitoring progress. • Ability to direct, motivate, support and challenge others to improve outcomes. 	<ul style="list-style-type: none"> • Experience of working with governors to develop strategic vision. • Leadership experience in Foundation Stage or Key Stage 1. • Experience of using appraisals to support the professional development of colleagues.
Securing Accountability	<ul style="list-style-type: none"> • Has experience of challenging and supporting others in order to achieve agreed targets. • Demonstrates an understanding of individual, team and whole-school accountability for pupil learning outcomes. • Understands the need to be accountable to parents for their child’s education and can articulate effective strategies to involve parents in the life of the school. • Has a secure understanding of assessment strategies and a proven track record of using them to inform next steps and maximise impact. • Understands the role of governors, the Local Authority and other external bodies. 	<ul style="list-style-type: none"> • Secure knowledge and/or experience of the current OFSTED framework.
Teaching and Learning	<ul style="list-style-type: none"> • Secure understanding of the EYFS and KS1 curriculums, pedagogy and assessment. • Knowledge and experience of a range of successful teaching and learning strategies to meet the needs of all 	<ul style="list-style-type: none"> • Understanding of the Hampshire Moodle

	<p>pupil groups, especially the most vulnerable, utilising Ordinarily Available Provision and adaptive teaching.</p> <ul style="list-style-type: none"> • Experience of effectively monitoring and evaluating teaching and learning and using this to improve practice. • Secure understanding of key behaviour management and de-escalation strategies. • Understanding and belief in the importance of Continuous Provision. • Secure understanding of the requirements of the National Curriculum and the Early Years Foundation Stage Curriculum. • High expectations of pupils' achievement and attainment. 	<ul style="list-style-type: none"> • Understanding of the Hampshire Assessment Model • Knowledge of Arbor as an assessment tool. • Understanding of Cognitive Science (Metacognition)
Strengthening the Community	<ul style="list-style-type: none"> • Has the drive and ambition to develop the school's position at the heart of the community. • Has successfully used a range of strategies to encourage parents to support their children's learning and realise the school's vision. • Shows a commitment to the wider curriculum beyond school and the opportunities it provides for pupils and the school community. 	<ul style="list-style-type: none"> • Prior experience of increasing parent engagement.
Safeguarding Children	<ul style="list-style-type: none"> • Demonstrates a strong and unwavering commitment to promoting and safeguarding the welfare of all pupils. • Has a strong understanding of safeguarding requirements and effective practice to ensure children are safe from harm. • Demonstrates an understanding of the need to develop and sustain a safe and secure school environment. • Holds a strong and confident grasp of safeguarding responsibilities and consistently follows policies, procedures and guidance to protect children. 	<ul style="list-style-type: none"> • Experience as a Deputy Designated Safeguarding Lead.
Accountability	<ul style="list-style-type: none"> • Ability to communicate effectively, orally and in writing, to a range of audiences (e.g. staff, pupils, parents, governors), upholding the school's values, policies and procedures. • Ability to hold others to account constructively and with sensitivity. • Experience of offering challenge and support to improve performance. 	<ul style="list-style-type: none"> • Successful experience of leading parent sessions. • Secure understanding of current practice in appraisals including capability. • Experience of effective whole-school self-evaluation and improvement strategies.
Skills, Qualities & Abilities	<ul style="list-style-type: none"> • Shows an unwavering commitment to doing the very best for every child. • Demonstrates integrity, independence, and professional drive. • Organises work effectively, prioritising tasks, making decisions and managing time flexibly in response to the needs of the school. • Remains positive, resilient and enthusiastic when working under pressure, maintaining own professional standards and acting as a role model to others. 	<ul style="list-style-type: none"> • Strong IT skills and experience of using AI to reduce workload. • Up-to-date knowledge of current educational developments.

	<ul style="list-style-type: none">• Communicates calmly, clearly and sensitively with a wide audience, including parents and staff who may be anxious or concerned.	
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