



The King Edmund School

A Business & Enterprise and Applied Learning Academy

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Headteacher Jonathan Osborn, BSc (Hons)

PERSON SPECIFICATION – Assistant Head

Source: A = Application form C = Certificates I = Interview R = References

| | Essential | Desirable | Source |
|---|-----------|-----------|---------|
| Qualifications | | | |
| Qualified Teacher Status | ■ | | A, C |
| Degree | ■ | | A, C |
| Further Professional Qualifications | | ■ | A, C |
| Professional Development | | | |
| Evidence of appropriate professional development for the role of Assistant Head | ■ | | A, I |
| Evidence of recent leadership and management professional development | ■ | | A, I |
| School Leadership and Management Experience | | | |
| Have substantial and current experience as a middle leader in a secondary school | ■ | | A, I |
| Have had active and effective leadership of a team/department/key stage/curriculum area | ■ | | A, I |
| Able to demonstrate successful/effective leadership in a school in a similar community/facing similar challenges | | ■ | A, I |
| Have taken an active involvement in school self-evaluation and development planning | ■ | | A, I |
| Have implemented and developed a whole school initiative | ■ | | A, I |
| Had responsibility for policy development and implementation | | ■ | A, I |
| Experience of and the ability to contribute to staff development across the secondary range (e.g. coaching, mentoring, CPD for staff) | ■ | | A, I |
| Experience of financial planning and budget management | | ■ | A, I |
| Experience of working within a wider network | | ■ | A |
| Experience and knowledge of teaching | | | |
| Experience of teaching in more than one school | | ■ | A |
| Experience of teaching in a similar school in similar circumstances/serving a similar community | ■ | | A, I |
| Significant teaching experience within the secondary phase | ■ | | A |
| Knowledge and understanding of KS3 and KS4 | ■ | | A, I |
| Ability to effectively use data, assessment and target setting to raise standards and address weaknesses. | ■ | | I |
| Ability to exemplify how the needs of all students have been met through high quality teaching | ■ | | A, I |
| Experience of identifying appropriate interventions for students, including strategies for Gifted and Talented | ■ | | A, I, R |

| | Essential | Desirable | Source |
|---|-----------|-----------|---------|
| Professional Attributes | | | |
| Able to demonstrate an understanding, awareness and empathy for the needs of the students at this school and how these could be met | ■ | | A, I |
| Able to demonstrate a clear rationale for behaviour management and a proven track record of the effective implementation of a range of behaviour management strategies | ■ | | A, I |
| Excellent written and oral communication skills (which will be assessed at all stages of the process) | ■ | | A, I |
| To be a leader of learning demonstrating, promoting and encouraging outstanding classroom practice | ■ | | A,I |
| Show a good commitment to sustained attendance at work | ■ | | R |
| Professional Skills | | | |
| <i>Applicants must be able to demonstrate that they meet the Teachers' Standards (England) which are set out in detail in the current School Teachers' Pay and Conditions document.</i> | | | |
| <i>The Assistant Headteacher must be exemplary and able to:</i> | | | |
| • Set high expectations which inspire, motive and challenge students | ■ | | A, I, R |
| • Have an excellent understanding of SEND policies and procedures | | ■ | A, I, R |
| • Promote good progress and outcomes by students | ■ | | A, I, R |
| • Demonstrate good subject and curriculum knowledge | ■ | | I, R |
| • Plan and teach well-structured lessons | ■ | | I, R |
| • Adapt teaching to respond to the strengths and needs of all students | ■ | | I, R |
| • Have an astute understanding of data | ■ | | A, I |
| • Translate data so it is understood by all | ■ | | A, I |
| • Make accurate and productive use of assessment | ■ | | A, I, R |
| • Manage behaviour effectively | ■ | | A, I, R |
| • Fulfil wider professional responsibilities | ■ | | A, R |
| Personal Qualities | | | |
| Promote the school's strong educational philosophy and values | ■ | | A, I |
| Inspire, challenge and motivate and empower teams and individuals to achieve high goals | ■ | | A, I |
| Inspire trust in the school community | ■ | | A,I,R |
| Communicate clearly and effectively both orally and in writing | ■ | | A, I |
| Demonstrate personal enthusiasm and commitment to leadership aimed at making a positive difference to children and young people | ■ | | A, I |
| Build and maintain quality relationships through interpersonal skills and effective communication | ■ | | A, I |
| Demonstrate personal and professional integrity, including modelling values and vision | ■ | | A, I, R |
| Manage and resolve conflict appropriately | ■ | | A, I, R |
| Prioritise, plan and organise yourself and others well | ■ | | A,I |
| Think analytically and creatively and demonstrate initiative in solving problems | ■ | | A,I |
| Be aware of own strengths and areas for development and listen to, and reflect constructively and act upon as appropriate feedback from others | ■ | | A,I |
| Demonstrate a capacity for sustained hardwork | ■ | | I |