PERSON SPECIFICATION

Assistant Headteacher (Behaviour, Attitudes, and Attendance)

The Selection Panel will place a particular emphasis on the following key competencies, all of which will underpin the recruitment process:
- high expectations of self and others
- clear strategic thinking
- skilful communication according to audience
- partnership working
- adhering to principles and values
- decision making/risk taking

The Selection Panel will be looking for evidence that the candidate has demonstrated their ability to fulfil the following criteria:

QUALIFICATIONS AND TRAINING	Essential or desirable* on appointment	Assessment method • Application form • Interview • Tasks
Qualified Teacher Status (QTS).	E	A
Relevant degree or equivalent qualification.	E	A
Evidence of continued professional development E.g. NPQ's. Leadership Pathways.	E	A/I
DSL trained	D	A
EXPERIENCE AND SKILLS		
Commitment to promote and model the Christian vision that underpins the St. Aidan's School Church of England foundation.	E	I
Proven track record of successful teaching across different age groups.	E	A/I
Significant experience in a leadership or management role within a school setting.	D	A/I
Successful experience of leading whole-school initiatives related to behaviour, attendance, or pastoral care.	E	A/I
Experience in working collaboratively with parents, staff, and external agencies.	E	A/I
Demonstrable impact in improving behaviour standards and reducing exclusions.	E	A/I/T
Knowledge and experience of using data to track progress and inform interventions.	E	A/I/T

Experience in a leadership role, such as Year Group Lead, Head of Department, or Pastoral Lead.	E	A/I
Experience in analysing data to inform behaviour strategies.	E	A/I/T
Experience of working in a diverse school community.	D	A/I
Deep understanding of behaviour management strategies and the underlying principles of positive behaviour support.	E	A/I/T
Knowledge of statutory safeguarding and child protection requirements.	E	A/I/T
Understanding of how behaviour and attendance impact on student progress and well-being.	E	A/I
Awareness of the role of inclusivity in behaviour management, including supporting students with SEND and SEMH needs.	E	I
Familiarity with trauma-informed approaches or other evidence-based behavioural interventions.	D	A/I
Knowledge of current educational policies, particularly those relating to behaviour, exclusions, and attendance.	E	A/I
Strong leadership and team-building skills with the ability to inspire and motivate others.	E	A/I
Excellent communication and interpersonal skills to work effectively with students, staff, parents, and external agencies.	E	A/I/T
Ability to analyse data to evaluate the impact of behaviour interventions and plan future actions.	E	A/I
High level of emotional intelligence and ability to handle challenging situations calmly and effectively.	E	I
Strong organisational skills, with the ability to manage priorities and meet deadlines.	E	I
Ability to deliver high-quality CPD for staff related to behaviour management, attendance, and pastoral priorities.	E	I
Ability to organise staff and implement whole-school systems such as duty rota's, emergency evacuation etc..	E	A/I
Competence in using school management systems (e.g., Arbor, CPOMS) for tracking and reporting behaviour incidents.	E	I
Strong leadership and team-building skills with the ability to inspire and motivate others.	E	I
Integrity, accountability, and a commitment to the school's vision and values.	E	I
Commitment to safeguarding and promoting the welfare of all students.	E	A/I
Ability to work flexible hours as required to fulfil the demands of the role	E	I
A reflective practitioner committed and willing to invest in ongoing personal and professional growth.	E	A/I