



*Do everything in love (1 Corinthians 16:14)*

**Person Specification/Selection Criteria for  
Assistant Headteacher at The Ribblesdale Federation**

***The applicant will be required to safeguard and promote  
the welfare of children and young people***

**Note:** Candidates failing to meet any of the essential criteria will automatically be excluded

**[A] Qualifications**

Qualification requirements	Essential	Desirable	Source
Qualified teacher status	E		A
Degree	E		A

**[B] Professional Development**

	Essential	Desirable	Source
Evidence of appropriate professional development for the role of assistant headteacher	E		A/I/R
Has successfully undertaken appropriate Child Protection training	E		A/I/R

**[C] School leadership and management experience**

	Essential	Desirable	Source
Substantial and current experience as a senior leader in a primary school		D	A/I/R
Active and effective leadership of a team / key stage/ curriculum area	E		A/I/R
To have taken an active involvement in school self-evaluation and development planning	E		A/I/R
To have implemented and developed a whole school initiative	E		A/I/R
Highly competent in IT	E		A/I/R
Has led the overall curriculum		D	A/I/R

**[D] Experience and knowledge of teaching**

	Essential	Desirable	Source
Significant teaching experience across the primary phase	E		A/I/R
To have a knowledge and understanding of all 3 Key Stages in the primary phase	E		A/I/R
To have experience of teaching in EYFS, KS1 and KS2	E		
To have experience of teaching mixed age/cross phase classes		D	

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To be able to effectively use data, assessment and target setting to raise standards/address weaknesses	E		A/I/R
To be able to exemplify how the needs of all pupils have been met through high quality teaching.	E		A/I/R
Excellent classroom practitioner	E		A/I/R
To have experience of teaching in rural settings		D	

### [E] Professional Attributes

	Essential	Desirable	Source
Demonstrate an awareness of the needs of the pupils across The Ribblesdale Federation and how these could be met.	E		A/I/R
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.	E		A/I/R
Excellent written and oral communication skills (which will be assessed at all stages of the process).	E		A/I/R
To be a leader of learning demonstrating, promoting and encouraging outstanding classroom practice.	E		A/I/R
Show a good commitment to sustained attendance at work	E		R

### [F] Professional Skills

(Based on the National Standards of Excellence for Headteachers 2015).

An Assistant Headteacher is expected to be working within and towards the National Standards of Headship.

	Qualities and Knowledge	Essential	Desirable	Source
2	Demonstrate optimistic personal behaviour, positive relationships and attitudes towards all pupils and staff and towards parents, governors and members of the local community.	E		A/I/R
3	Lead by example – with integrity, creativity, resilience, and clarity – drawing on their own scholarship, expertise and skills, and that of those around them.	E		A/I/R

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<b>Pupils and Staff</b>		Essential	Desirable	Source
2	Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being.	E		A/I/R
3	Establish an educational culture of "open classrooms" as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.	E		A/I/R
4	Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.	E		A/I/R

<b>Systems and Process</b>		Essential	Desirable	Source
2	Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.	E		A/I/R
6	Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.	E		A/I/R

<b>The Self-improving school system</b>		Essential	Desirable	Source
1	Create outward-facing schools which work with other schools and organisations – in a climate of mutual challenge – to champion best practice and secure excellent achievements for all pupils.	E		A/I/R
4	Shape the current and future quality of the teaching profession through high quality training and sustained professional development of all staff.	E		A/I/R
6	Inspire and influence others- within and beyond schools- to believe in the fundamental importance of education in young people's lives and to promote the value of education.	E		A/I/R

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**[G] Personal Qualities**

	<b>Essential</b>	<b>Desirable</b>	<b>Source</b>
Continue to promote The Ribblesdale Federation's strong vision and values	<b>E</b>		<b>A/I/R</b>
Inspire, challenge, motivate and empower teams and individuals to achieve high goals	<b>E</b>		<b>A/I/R</b>
Prioritise, plan and organise themselves and others	<b>E</b>		<b>A/I/R</b>
Think analytically and creatively and demonstrate initiative in solving problems	<b>E</b>		
Be aware of their own strengths and areas for development and listen to, and reflect constructively and act upon as appropriate, feedback from others	<b>E</b>		<b>A/I/R</b>

**[H] Confidential References and Reports**

Positive recommendation from all referees, including current employer	<b>E</b>
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**[I] Application Form and Supporting Statement**

*The form must be fully completed and legible. The supporting statement should be clear, concise (no more than 2 A4 sides) and related to the specific post.*

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