

A Community Seeking Excellence for All

Excellence: every person, every day



Robert
May's
School

PERSON SPECIFICATION

ASSOCIATE ASSISTANT HEADTEACHER

Head of Key Stage 3 and whole school mental health lead

The recruitment process will test candidates against the criteria below.

Sources of information to be used are:

- Application (A)
- References (R)
- Interview/selection days (I)

	Essential	Desirable	Source
Qualifications and Training			
Good honours degree	✓		A
Qualified Teacher Status	✓		A
Evidence of further relevant substantial professional development	✓		A
Relevant higher degree and/or NPQ		✓	A
Leadership Experience			
Teaching and leadership experience in a secondary setting	✓		A, R
Successful experience of leading educational change		✓	A, R, I

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VAT Reg Number: 141579017

Experience of policy development, implementation and evaluation		✓	A, R
Experience of being involved in digitally enabled education change		✓	A, I
Experience of leadership within Key Stage 3		✓	A, I
Knowledge and Understanding			
The successful candidate will have an understanding of:			
The current national education agenda, particularly in terms of mental health and Key Stage 3 PSHE	✓		A, R, I
In-depth and up to date knowledge of safeguarding	✓		A, I,
How to secure sustainable school improvement for students in Key Stage 3 by implementing programmes to ensure that they can achieve to their full potential	✓		A, R, I
What constitutes outstanding provision	✓		R, I
Data analysis and its use in raising attainment and progress for students in Key Stage 3	✓		R, I
The significance of interpersonal relationships and strategies for promoting individual and team development	✓		R, I

How to build and sustain effective relationships with parents, carers, other schools, external agencies, service providers, suppliers and the wider community	✓		R, I
The barriers some students face and evidence of working in partnership with a range of stakeholders to overcome these barriers	✓		A, I
How to design and implement an effective PSHE programme at Key Stage 3	✓		A, I
Familiarity with academy trusts		✓	A, I
Skills and Abilities			
The successful candidate will have the ability to:			
Promote positive behaviour across the Key Stage and work closely with Heads of Year and the wider pastoral team to address behaviour concerns	✓		I, R
Create, articulate and secure commitment to a clear vision for the Key Stage 3, placing students' outcomes first	✓		A I
Think and plan strategically in the short, medium and long term	✓		I, R
Command the respect of students, staff, parents and the wider community	✓		I, R
Inspire, challenge, motivate and empower teams and individuals to achieve high goals that are centred on the best possible student outcomes	✓		I, R

Deal sensitively with stakeholders and resolve conflicts	✓		I, R
Lead, prioritise, plan, organise and evaluate initiatives at Key Stage 3	✓		I, R
Negotiate, delegate and consult effectively	✓		I, R
The successful candidate will have the following skills:			
Consistently good or outstanding teaching skills and a clear understanding of how to develop outstanding teaching and learning	✓		R, I
High order organisational skills and the ability to prioritise and work effectively under pressure and to tight deadlines	✓		R, I
Excellent communication skills, including the ability to present effectively to a range of audiences across different and wide-ranging groups	✓		R, I
High level interpersonal skills with the ability to empathise with students, staff and parents	✓		R, I

Personal qualities

All of the following are considered essential for the post and will be assessed throughout the process:

- A career story that showcases ambition and can point to a commitment to drive excellence in order to raise standards and secure successful outcomes for all students

- Understanding of the importance of good mental health and an ability to design and implement a whole-school mental health programme
- Ability to design and implement an effective PSHE programme at Key Stage 3
- A track record of developing trusting and supportive working relationships with staff that fosters their confidence and inspires and challenges them to further achievement
- Understanding of the barriers some students face and evidence of working in partnership with a range of stakeholders to overcome these barriers
- Experience of working with students at Key Stage 3 and implementing programmes to ensure that they can achieve to their full potential