

Person Specification

Assistant Headteacher – Climate for Learning

Attributes	Essential	Desirable
Qualifications & Training	Qualified Teacher Status Degree-level qualification Evidence of ongoing professional development Willingness and desire to undertake further professional development and training	Relevant leadership qualification, for example NPQLBC or equivalent Training in behaviour, SEND, trauma-informed, restorative or therapeutic approaches. THRIVE Practitioner.
Senior Leadership Experience	Successful senior leadership experience in a school setting Significant experience of leading behaviour and climate for learning across a school site Evidence of successfully improving behaviour, culture, routines and student engagement Experience of leading whole-school initiatives and holding others to account for implementation	Experience of establishing systems or culture within a new provision, new site or significant school development Experience within alternative provision, SEND or a specialist setting Experience of school improvement planning and self-evaluation at senior leadership level
Professional Knowledge	Strong knowledge of effective behaviour culture, routines and whole-school behaviour systems Secure understanding of safeguarding and the relationship between behaviour, vulnerability and unmet need Strong understanding of SEND and inclusive practice Knowledge of current educational issues and statutory responsibilities relevant to the role Understanding of how attendance, behaviour, wellbeing and academic progress interact	Knowledge of evidence-informed approaches to behaviour, relational practice, trauma and de-escalation Understanding of alternative provision and local authority/agency partnership working
Leadership Qualities	Ability to create and communicate a compelling vision and translate it into clear systems and daily practice Ability to lead, develop, motivate and challenge staff Highly visible leadership style and confidence in responding decisively to difficult situations Consistently high expectations of self, colleagues and students Ability to anticipate problems, identify opportunities and make sound decisions Ability to lead change and secure consistent implementation across a staff team Ability to use information and data to evaluate impact and drive improvement	Experience of line management across different professional roles Experience of contributing to strategic resource and staffing decisions Experience of reporting to governors/trustees or equivalent
Behaviour & Climate for Learning Skills	Proven ability to establish calm, safe and purposeful learning environments Extensive knowledge and practical experience of behaviour management strategies Ability to combine firm, consistent boundaries with relational and inclusive practice Ability to manage complex and challenging behaviour safely and effectively Ability to design and embed routines for classrooms, transitions, social times and wider school life Ability to support successful reintegration following incidents and periods of absence	Experience of designing reward, consequence and intervention systems Experience of reducing suspensions/exclusions or persistent disruptive behaviour Experience of supporting students with complex SEND, SEMH or trauma-related needs
Teaching & Learning	Evidence of teaching to a high standard Ability to promote good progress and outcomes for pupils Ability to manage behaviour effectively to ensure a good and safe learning environment Secure subject and curriculum knowledge Ability to model excellent professional and classroom practice	Experience of coaching colleagues to improve classroom practice and behaviour Experience of quality assurance linked to teaching, behaviour or climate for learning
Communication & Partnership	Highly effective communication skills with children and adults, including parents/carers Ability to communicate expectations clearly and confidently to staff and students Ability to manage difficult conversations sensitively and professionally Ability to build effective relationships with	Experience of representing a school with local authorities, other schools or multi-agency professionals Experience of leading parent/carers engagement around behaviour and attendance

	external professionals and partner agencies High-level written, verbal and presentation skills	
Professional Attributes	Positive values and attitudes and high standards of professional conduct Genuine commitment to high-quality education and improved life chances for vulnerable young people Commitment to equality, inclusion and diversity Unswerving commitment to safeguarding children Resilience, emotional intelligence, sound judgement and ability to remain calm under pressure Commitment to Brunel College's Believe, Achieve and Succeed ethos	Evidence of supporting and mentoring colleagues Evidence of contributing to the professional development of others through coaching, feedback or INSET
Personal & Organisational Skills	Ability to identify, prioritise and work towards key objectives Highly effective time management and ability to meet deadlines under sustained pressure Ability to work independently and collaboratively as part of a senior team Strong organisational skills and attention to detail Competent use of ICT and management information to support the role	Experience of managing multiple improvement projects simultaneously Experience of contributing to whole-school operational planning