



Person Specification – Deputy Headteacher

This person specification is related to the requirements of the post as determined by the job description. Short-listing is carried out on the basis of how well you meet the requirements of the person specification. You should refer to these requirements when completing your application.

Description	Shortlisting
Professional Qualifications	
1. Qualified Teacher Status	E
2. First Degree or Equivalent	E
3. Evidence of further professional development e.g. NPQ	E
Knowledge & Understanding	
4. Substantial primary teaching experience including Early Years	D
5. Excellent classroom practitioner	E
6. Secure understanding of best practice in safeguarding leadership, policy and practices	E
7. Strong understanding of best practice in SEND teaching and learning, and pastoral care	E
8. Highly successful experience of leading and managing whole school developments in a number of areas regarding teaching & learning and raising standards of attainment and achievement across the school	E
9. Able to talk about characteristics of effective primary teaching and learning strategies used to raise pupil attainment and achievement. Knowledge of relevant research and current thinking.	E
10. Good understanding and use of data and assessment, including improving assessment policy and procedure.	E
11. Understanding of effective techniques and policies for behaviour management. Including Trauma Informed and Restorative Practice.	E
12. Knowledge and experience of up to date developments in computing and using technology innovatively and creatively for teaching and management purposes	E
13. A good understanding of the requirements of transition between key stages	D
14. Experience of either safeguarding or SEND work, in a leadership capacity	D
Leadership and Management	
15. Senior leadership and management experience	E
16. Successful experience in leading diverse teams, and improving practice, for example through leading professional development or coaching/mentoring, enabling each member to feel included and to achieve the best possible outcomes	E
17. A good understanding of whole school issues	E
18. Experience of planning for change, development and improvement	E
19. The ability to set high and clear expectations, to hold others accountable for performance and the contributions they make to the school community	E
20. Ability to set & meet challenging targets, for pupils and the school, and to enable others to do this	E
21. Ability to analyse, prioritise and meet deadlines	E
22. Experience of conducting staff induction, mentoring and appraisal	E
23. Experience of whole school self-review and evaluation	E
24. Knowledge of the role of Governors and experience of Governance	D
26. Able to demonstrate leadership qualities of vision, energy and courage	E
27. Able to motivate, promote good relationships and effectively communicate with all stakeholders	E
28. Experience of having led whole school initiatives	E

29. Commitment to supporting community/external agencies involvement in school	E
30. Commitment to safeguarding and promoting the welfare of children	E
Personal Qualities	
31. Creative, enthusiastic and innovative; keen to develop new approaches, challenge outdated assumptions and research new practice	E
32. Approachable, caring and empathetic with strong emotional intelligence and ability to regulate own emotions	E
33. A collaborative team player	E
34. Flexible, highly reflective with excellent listening skills, engages with advice and support	E
35. Demonstrates a concern for the pastoral welfare of all in the school	E
36. Passionate about professional growth and committed to continued improvement of self and others	E
37. Welcomes challenge and can remain calm under pressure.	
38. Committed to active parental involvement and building relationships within the community	E
39. Able to deal sensitively with people and resolve conflict.	E
40. A sense of fun and commitment to creating a positive and enjoyable school climate for all	E

