

Personal specification

Deputy Head of School: Curriculum and Inclusion

CRITERIA	ESSENTIAL	DESIRABLE	HOW IDENTIFIED
1. Experience	<ul style="list-style-type: none"> • Minimum of three years' experience at senior leadership level. • Evidence of whole school responsibility and successfully implementing strategies which address whole school issues that impact positively on progress of students. • Continuing professional development and enquiry, including current teaching and learning pedagogy. • Rapid school improvement in a recent setting, either with a focus on inclusion, curriculum, or similar • Curriculum planning and mapping at KS4 and 5. • Effective data handling and impact of strategy on outcomes for students. • Line management of middle leaders with good accountability strategy. 	<ul style="list-style-type: none"> • Significant Senior Leadership experience, either as Assistant Headteacher or Deputy Headteacher. • 14-19 leadership and management 	➤ Application/References/Interview
2. Competences/ Skills	<ul style="list-style-type: none"> • Excellent teacher; passionate about teaching and learning pedagogy and a willingness to continue to learn. • Understands inclusion very well and evidence of impact of effective inclusion strategies. • A thorough knowledge and understanding of the SEND Code of Practice. • Strategic thinker and forward planner with attention to detail. • Gifted communicator and engaging speaker. • Strong evidence of accountability in action. • Able to hold people to account with clarity. • The ability to work with Trust leaders on school improvement strategy across schools. • ICT skills. • Administratively efficient; excellent literacy and numeracy. 	<ul style="list-style-type: none"> • Higher degree or research skills – relevant and applicable. • Creative thinker and problem solver. • Financial efficiency and budget handling to ensure value for money. 	➤ Interview/References/Application/Teaching/Presentation
3. Personal Qualities	<ul style="list-style-type: none"> • The belief that children come first, always. • The ability to form excellent trusting relationships with students, parents and staff. • Clear and well understood management philosophy, compatible with school ethos, and modelling high expectations at all times. • Great energy and stamina and ability to overcome obstacles • Moral purpose and social conscience. • The ability to listen and offer strategic and reflective thinking. • Warmth, compassion and understanding that creates a climate of trust and mutual respect 	<ul style="list-style-type: none"> • Commitment to raising aspiration and ambition for all. • Authenticity – not afraid to be who you are and recognise that in others as a strength. • Values driven. 	➤ Application/Interview/References