Deputy Head Teacher Person Specification

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| --- | --- | --- | --- | --- |
|  | **Criteria** | **Essential/Desirable**  | **Shortlist Criteria** | **Measured By** |
|  |  |  |  |  |
| **A** | **Qualifications and Training** |
| 1 | Honours degree (2/2 or higher) | Essential  | ✓ | a |
| 2 | Qualified teacher status | Essential | ✓ | A |
| 3 | Evidence of recent and relevant continuing professional development, including leadership development | Essential | ✓ | A |
| 4 | Recent and relevant safeguarding training | Essential | ✓ | A |
|  |  |  |  |  |
| **B** | **Relevant experience, knowledge and understanding** |
| 5 | A commitment to continue to embed and develop the values and ethos of the school  | Essential | ✓ | PS/I |
| 6 | Proven experience of securing excellent teaching through an analytical understanding of how pupils learn and the core features of successful classroom practice | Essential | ✓ | R/I |
| 7 | Proven experience of curriculum design, alongside an understanding of current issues relating to this  | Essential | ✓ | PS/I |
| 8 | Proven track record in raising pupil attainment and progress across the school in English, Maths or for pupils with additional needs | Essential | ✓ | PS/R |
| 9 | Proven experience of leading effective school improvement  | Essential | ✓ | PS/I |
| 10 | Proven experience of positive behaviour management, developing a pupil focused, inclusive and effective learning environment so that behaviour and attendance are excellent | Essential | ✓ | R/I |
| 11 | Evidence of setting ambitious standards for all pupils, overcoming disadvantage and advancing equality and inclusion | Essential | ✓ | I |
| 12 | Ability to communicate the school’s ethos, vision and priorities to all stakeholders | Essential | ✓ | A/I |
| 13 | Extensive knowledge of the responsibilities of schools for safeguarding children  | Desirable  |  | R |
|  |  |  |  |  |
| **C** | **Professional skills and personal qualities**  |  |  |  |
|  |  |  |  |  |
| 14 | Evidence of high expectations of all pupils  | Essential | ✓ | I |
| 15 | Model excellent relationships and behaviours with staff and pupils  | Essential | ✓ | A/I/R |
| 16 | Be a visible, high profile, positive role model with an optimistic professional approach that inspires excellence, and the confidence, trust and respect of the school and wider community  | Essential | ✓ | I |
| 17 | Effective interpersonal and communication skills appropriate to audience | Essential | ✓ | I |
| 18 | Work well in challenging situations and be able to prioritise work to meet deadlines | Essential | ✓ | I |
| 19 | Be able to deliver high quality CPD to staff in English, Maths or provision for pupils with additional needs | Essential | ✓ | I |
| 20 | Proven ability to think creatively to anticipate and identify problems/needs and construct solutions  | Essential  | ✓ | I |
| 21 | A healthy regard for a work-life balance  | Essential | ✓ | I |

*Key:*

*PS – Personal Statement within the application form*

*A – Application Form*

*I – Interview (or Task conducted as part of the interview process)*

*R – References*