

## Gosforth Central Middle School



### Post of Deputy Headteacher: Person Specification

| Selection Criteria   | Essential | Desirable | Assessment |   |   |
|--|-----------|-----------|------------|---|---|
| <b>Qualifications, Training and Experience</b>   |           |           |            |   |   |
| Qualified Teacher Status   | ✓         |           | A          | R |   |
| Graduate Status  | ✓         |           | A          | R |   |
| Experience at Senior Leadership level  | ✓         |           | A          | R |   |
| Experience of working in more than one school  | ✓         |           | A          | R |   |
| Experience as a Subject or Year Leader, preferably both  | ✓         |           | A          | R | I |
| Evidence of further professional qualifications, e.g. NPQ, Master's Degree   | ✓         |           | A          | R | I |
| Excellent classroom practitioner with a record of examination success  | ✓         |           | A          | R | I |
| <b>Knowledge and Understanding of Strategic Leadership</b>   |           |           |            |   |   |
| Knowledge of current educational developments  | ✓         |           | A          | R | I |
| Evidence of successful leadership as a middle and senior leader  | ✓         |           | A          | R | I |
| Evidence of effective working as part of a leadership team   | ✓         |           | A          | R | I |
| Recent experience of leading a whole school development  | ✓         |           | A          | R | I |
| Ability to use comparative data to establish benchmarks, target resources and raise achievement  | ✓         |           | A          | R | I |
| Experience of monitoring and evaluation, including school self-evaluation, to develop practice and raise standards   | ✓         |           | A          | R | I |
| Experience of creating values, vision, culture and ethos which:- <ul style="list-style-type: none"> <li>• Had a clear rationale in the given context;</li> <li>• Was embedded visually, practically and behaviourally;</li> <li>• Was refined over time, evolved and responded to change; and</li> <li>• Was effective and had demonstrable impact.</li> </ul> |           | ✓         | A          | R | I |

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|--|------------------|------------------|-------------------|---|---|
| <b>Knowledge and Understanding of Strategic Leadership (Continued)</b>   |                  |                  |                   |   |   |
| Experience of setting high expectations and aspirations for all students and staff, modelling desired behaviours and challenging underperformance and those with low expectations of themselves and others | ✓                |                  |                   | R | I |
| Knowledge and experience of restorative and trauma informed approach   |                  | ✓                |                   | R | I |
| <b>Leading Learning, Curriculum and Inclusive Practices</b>  |                  |                  |                   |   |   |
| A breadth of pastoral experience across whole school   | ✓                |                  | A                 | R | I |
| Knowledge of and involvement in inclusion including SEND   | ✓                |                  | A                 | R | I |
| Knowledge of and involvement in safeguarding   | ✓                |                  | A                 | R | I |
| Knowledge of and implementation of curriculum development  | ✓                |                  | A                 | R | I |
| Knowledge of and demonstration of high-quality teaching and learning   | ✓                |                  |                   |   | I |
| Ability to challenge and support students and staff to ensure high standards and expectations  | ✓                |                  | A                 | R | I |
| Knowledge and implementation of assessment procedures  | ✓                |                  | A                 | R | I |
| Knowledge and demonstration of data analysis   | ✓                |                  | A                 | R | I |
| <b>Leading People</b>  |                  |                  |                   |   |   |
| Demonstrable track record of supporting and developing others  | ✓                |                  |                   | R | I |
| Ability to provide professional advice, coaching and to deliver training to colleagues at all levels   | ✓                |                  |                   | R | I |
| Able to foster an open, fair and equitable culture   | ✓                |                  |                   | R | I |
| Can hold colleagues to account and challenge poor performance  | ✓                |                  |                   | R | I |
| Ability to build trust with partners and act in an ambassadorial role for the school   | ✓                |                  |                   | R | I |
| Confident and assertive when working with a wide range of stakeholders   | ✓                |                  |                   | R | I |
| Experience of leading and managing a diverse range of colleagues from across the school  | ✓                |                  | A                 | R | I |
| <b>Leading in the Community</b>  |                  |                  |                   |   |   |
| Knowledge of multi-agency work   | ✓                |                  | A                 | R | I |
| Ability to form constructive relationships with parents and all stakeholders   | ✓                |                  |                   | R | I |

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|--|------------------|------------------|-------------------|---|---|
| <b>Leading in the Community (Continued)</b>  |                  |                  |                   |   |   |
| Outward looking with a desire to find best and next practice in order to move the school forward   | ✓                |                  |                   | R | I |
| Experience of working outside of the immediate school environment in collaborations and networks   |                  | ✓                | A                 | R | I |
| Evidence of successful partnership work (i.e. LA)  |                  | ✓                | A                 | R | I |
| <b>Personal Attributes</b>   |                  |                  |                   |   |   |
| A reflective practitioner with good listening skills   | ✓                |                  |                   | R | I |
| Excellent written communication and written presentation skills, including the ability to present complex information and concepts clearly and concisely | ✓                |                  | A                 | R | I |
| Excellent oral communication and presentation skills   | ✓                |                  |                   |   | I |
| Ambitious, with the potential to move to Headship in due course  | ✓                |                  |                   |   | I |
| Ability to analyse information from a wide variety of sources and solve complex problems   | ✓                |                  |                   | R | I |
| Ability to demonstrate sound organisational skills, work under pressure and determine priorities to meet tight deadlines                                 | ✓                |                  |                   | R | I |
| Flexible, hardworking and diligent   | ✓                |                  |                   | R | I |
| A proactive problem-solver   | ✓                |                  |                   | R | I |
| Ability to maintain optimism, enthusiasm and energy, even in the most difficult of circumstances   | ✓                |                  |                   | R | I |
| <b>Special Requirements</b>  |                  |                  |                   |   |   |
| No adverse enhanced disclosures of criminal convictions.   | ✓                |                  | A                 | R | I |
| Satisfactory completion of all pre-employment checks.  | ✓                |                  | A                 | R | I |

**A = Application form and letter**

**R = References**

**I = Interview process**

**March 2025**