

# Abbey Primary School



## Deputy Headteacher Person Specification

This is a full-time, permanent post to start in the Summer Term 2025

Category	Essential	Desirable
<b>1. Qualifications and Professional Development</b>	<ul style="list-style-type: none"> <li>Qualified teacher status</li> <li>Evidence of continuing professional development relating to school leadership and management, and teaching and learning</li> <li>Ability to identify own learning needs and to support others in identifying their learning needs</li> <li>Experience of leading continuing professional development across school</li> </ul>	<ul style="list-style-type: none"> <li>NPQ or equivalent award</li> <li>Experience of working in collaboration with other schools, organisations and agencies</li> </ul>
<b>2. Experience</b>	<ul style="list-style-type: none"> <li>Successful experience of leading different curriculum subject areas</li> <li>Substantial, proven track record of outstanding teaching</li> <li>Successful experience in a leadership and management role</li> <li>At least 5 years successful teaching experience across at least two of the three key stage</li> </ul>	<ul style="list-style-type: none"> <li>Teaching experience across the entire primary age range</li> <li>Curriculum development experience</li> </ul>
<b>3. Strategic Leadership</b>	<ul style="list-style-type: none"> <li>Ability to articulate, share and put into practice the school's vision statement</li> <li>Ability to gain an understanding of the particular needs of our community and how these needs can be addressed by the work of the school</li> <li>Evidence of successful strategies for planning, implementing, monitoring and evaluating school improvement priorities</li> <li>Ability to analyse data, develop action plans, set targets and monitor and evaluate progress towards these</li> <li>Knowledge of what makes an effective school and what constitutes high quality provision</li> <li>Knowledge of strategies for raising and maintaining standards and promoting the attainment and progress of all pupils</li> <li>Understanding of and commitment to promoting and safeguarding the welfare of pupils</li> <li>Ability to inspire and motivate staff, pupils, parents and governors in achieving the aims of the school</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of the role of the governing body</li> <li>Evidence of having successfully translated a school's vision into reality</li> </ul>
<b>4. Teaching and Learning</b>	<ul style="list-style-type: none"> <li>A secure understanding of the requirements of the primary National Curriculum</li> <li>Knowledge and experience of a range of successful teaching and learning strategies to meet the needs of all pupils</li> <li>A secure understanding of assessment strategies and the use of assessment to inform next stages of learning</li> <li>Secure knowledge of statutory requirements relating to the curriculum and assessment</li> <li>Experience of effective monitoring and evaluation of teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>Understanding of key teaching and learning across the whole curriculum in all key stages</li> <li>Whole school curriculum leadership</li> <li>Examples of research- based pedagogy which has impacted upon whole school standards</li> </ul>

Category	Essential	Desirable
	<ul style="list-style-type: none"> <li>Understanding of the characteristics of effective learning environments and key elements of successful behaviour management</li> </ul>	
<b>5. Leading and Managing Staff</b>	<ul style="list-style-type: none"> <li>Experience of working with and leading staff teams</li> <li>Ability to delegate work and support colleagues in undertaking responsibilities</li> <li>Experience of supporting, coaching and mentoring experienced staff, subject leaders, NQTs and teaching students</li> </ul>	<ul style="list-style-type: none"> <li>Experience of working with governors to enable them to fulfil whole school responsibilities</li> <li>Successful involvement in staff appointment and induction</li> <li>Experience of appraisal and supporting the professional development of colleagues</li> <li>Experience of holding others to account and delivering difficult messages where required</li> </ul>
<b>6. Accountability</b>	<ul style="list-style-type: none"> <li>Ability to communicate effectively, orally and in writing to a range of audiences</li> <li>Experience of effective whole school self-evaluation and improvement strategies</li> <li>Ability to provide clear information and advice to staff and governors</li> <li>Experience of offering challenge and support to improve performance</li> </ul>	<ul style="list-style-type: none"> <li>Experience of presenting reports to governors</li> <li>Experience of leading information sessions for parents</li> </ul>
<b>7. Skills, Qualities and Abilities</b>	<ul style="list-style-type: none"> <li>A passion and commitment to providing the best education possible for all pupils</li> <li>Ability to inspire confidence in all staff</li> <li>Ability to build and maintain good relationships</li> <li>Ability to be resilient and to remain positive and enthusiastic when working under pressure</li> <li>High expectations of pupils' learning and attainment</li> <li>Strong commitment to school improvement and raising achievement for all pupils</li> <li>Ability to organise work, prioritise tasks, make decisions and manage time effectively</li> <li>Empathy with the needs of all children</li> <li>Good communication and interpersonal skills</li> <li>Flexibility and reliability</li> </ul>	
<b>8. References</b>	<ul style="list-style-type: none"> <li>Positive recommendation in professional references</li> <li>Professional reference without reservations</li> <li>Satisfactory health and attendance record</li> </ul>	<ul style="list-style-type: none"> <li>Strong positive examples of leadership impact</li> </ul>
<b>9. Safeguarding</b>	<ul style="list-style-type: none"> <li>Abbey Primary School is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment. An enhanced DBS check is required for all successful applicants</li> </ul>	

- The recruitment panel will focus on determining whether candidates meet the requirements in relation to the broad categories, rather than in relation to each individual criteria that are used to illustrate them.
- The criteria may be evidenced across a broad continuum, ranging from evidence that is minimal through to evidence that is substantial and secure.