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**Person Specification – Deputy Headteacher**

**(Behaviour and Inclusion)**

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| --- | --- | --- | --- |
| **Criteria** | **Essential** | **Desirable** | **Tested by** |
| **Qualifications** |  |  |  |
| Good honours degree | ✓ |  | D |
| Qualified teacher status | ✓ |  | D |
| Further professional qualifications |  |  | D |
| **School Culture** |  |  |  |
| Able to establish and sustain the school’s ethos and strategic direction in partnership with the Headteacher and other senior leaders, Governors, and through consultation with the school community |  |  | I |
| Can create a culture where pupils experience a positive and enriching school life |  |  | I |
| Able to uphold ambitious educational standards which prepare pupils from all backgrounds for their next phrase of education and life | ✓ |  | A/I |
| Able to promote positive and respectful relationships across the school community and a safe, orderly, and inclusive environment | ✓ |  | I |
| Understands how to ensure high levels of staff professionalism | ✓ |  | I |
| **Teaching** |  |  |  |
| Able to model high-quality, expert teaching at Key Stage 3 and 4, built on an evidence-informed understanding of effective teaching and how pupils learn  | ✓ |  | A/I |
| Able to make effective use of formative assessment | ✓ |  | A/I |
| **Curriculum and Assessment** |  |  |  |
| Understand the importance of a broad, structured, and coherent curriculum which sets out the knowledge, skills and values that will be taught | ✓ |  | A/I |
| Through effective line management, able to develop subject leaders with high levels of relevant expertise  |  |  | A/I |
| Understand the importance of valid, reliable, and proportionate approaches to assessing pupils’ knowledge and understanding | ✓ |  | I |
| Willingness to support enrichment and the wider curriculum | ✓ |  | A |
| **Behaviour** |  |  |  |
| Able to establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils | ✓ |  | A/I |
| Able to ensure high standards of pupil behaviour and courteous conduct in accordance with the school’s behaviour policy | ✓ |  | I |
| Able to implement consistent, fair, and respectful approaches to managing behaviour |  |  | A/I |
| Able to ensure that adults within the school model and teach the behaviour of a good citizen |  |  | I |
| **SEND** |  |  |  |
| Evidence of ambitious expectations for all pupils with SEND  | ✓ |  | A/I |
| Experience of establishing and sustaining culture and practices that enables pupils with SEND to access the curriculum and learn effectively | ✓ |  | I |
| Experience of partnership working with parents, carers, and professionals, to identify and support SEND needs  |  |  | A |
| An effective understanding and use of the SEND code of practice |  |  | A |
| **Professional Development** |  |  |  |
| Experience of providing high-quality, appropriate professional development opportunities for staff | ✓ |  | A/I |
| Experience of delivering staff training |  |  | A |
| The ability to give and receive effective feedback and act to improve individual performance | ✓ |  | I |
| Experience of effective line management including through Performance Management/Appraisal | ✓ |  | A/I |
| Evidence of engagement with educational research and evidence-based approaches | ✓ |  | A/I |
| **Organisational Management**  |  |  |  |
| Recent experience of educational leadership | ✓ |  | A |
| Understanding of how to prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness, and probity in the use of public funds |  |  | A/I |
| Able to ensure the protection and safety of students and staff through effective approaches to safeguarding | ✓ |  | I |
| Able to ensure staff are deployed and managed well with due attention paid to workload | ✓ |  | I |
| Able to establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently | ✓ |  | I |
| Able to prioritise and manage time effectively | ✓ |  | I |
| **Continuous School Improvement** |  |  |  |
| Experience of carrying out a range of school evaluation (Quality Assurance) tasks  |  |  | A |
| Able to evaluate effectively to identify and analyse problems and barriers which limit school effectiveness, and identify priority areas for improvement | ✓ |  | I |
| Able to develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school’s context | ✓ |  | A/I |
| Able to ensure careful and effective implementation of improvement strategies, which lead to sustained improvement over time | ✓ |  | A/I |
| **Working in Partnership** |  |  |  |
| Able to forge constructive relationships beyond the school, working in partnership with parents and the local community |  |  | I |
| Experience of working in partnership with other schools, professionals, and organisations  |  | ✓ | A |
| Able to gather, reflect and act on stakeholder feedback | ✓ |  | I |
| **Governance and Accountability** |  |  |  |
| Experience of communicating with and reporting to those with Governance responsibility |  |  | A |
| A clear working knowledge and understanding of the current OFSTED framework | ✓ |  | I |
| A strong awareness of and commitment to the Public Sector Equality Duty | ✓ |  | I |
| Able to ensure that staff know, understand, and carry out their professional responsibilities  |  |  | I |
| **Personal Qualities** |  |  |  |
| Integrity |  |  | I |
| Objectivity |  |  | I |
| Empathy |  |  | I |
| Treat others with respect and courtesy |  |  | I |
| Level headedness  |  |  | I |
| Determination |  |  | I |
| Creativity |  |  | I |
| Reliability |  |  | I |
| Collaboration | ✓ |  | I |
| Enthusiasm |  |  | I |

**D = Documentation A = Application I** **= Interview**