



Deputy Headteacher: Person Specification (Pastoral)

Essential	Desirable
Qualifications and Training	
<ul style="list-style-type: none"> • UK Qualified Teacher Status (QTS) and a Good Honours Degree. • Evidence of recent, high-level leadership CPD. • Up-to-date Level 3 Safeguarding training. 	<ul style="list-style-type: none"> • Evidence of significant recent professional development relevant to senior leadership (e.g., NPQSL, NPQH, or equivalent). • Higher degree in Education or Leadership (MA/MSc). • Safer Recruitment certification.
Leadership	
<ul style="list-style-type: none"> • Significant senior leadership experience with a proven track record of impact on school culture, behaviour, or attendance. • Cultural Architect: Proven ability to lead a "warm-strict" climate that balances high expectations with deep support. • Change Management: Experience in leading large-scale cultural change or transition (e.g., KS2-3). • Systemic Influence: Proven ability to coach and hold pastoral middle leaders (HOYs) accountable for measurable culture shifts. 	<ul style="list-style-type: none"> • Experience in managing large-scale organisational change (e.g., transition to two-tier). • Experience in school branding or community engagement during a period of change. • Record of successful external validation (eg Ofsted/Peer Review) for Behaviour & Attitudes.
Professional Knowledge and Understanding	
<ul style="list-style-type: none"> • Secondary Safeguarding: Deep experience in managing adolescent-specific safeguarding risks, including Contextual Safeguarding, CCE (Criminal Exploitation), and the unique mental health challenges of the 11–18 age group. • Behaviour for Results: Track record of implementing behavioral systems that maintain high-challenge and academic focus through the "pressure cooker" years of Year 11 and Year 13. • Attendance & Engagement: Sophisticated use of data to reduce Persistent Absence and bridge the engagement gap for the "hard to reach." • Inclusion & SEND: Deep understanding of the SEND Code of Practice and AP commissioning to 	<ul style="list-style-type: none"> • Post-16 Personal Development: Proven ability to lead a 11–18 Careers (CEIAG) strategy that fully meets all eight Gatsby Benchmarks and ensures zero NEET (Not in Education, Employment, or Training) outcomes. • KS5 Retention: Strategic experience in managing 16–19 retention and student engagement, recognising the difference between "compulsory" schooling and the post-16 "learning agreement." • SEND Unit Leadership: Direct experience leading a specialist unit or

<p>ensure high outcomes for vulnerable learners.</p> <ul style="list-style-type: none"> ● KS4 & KS5 Regulation: Expert knowledge of the legalities surrounding Post-16 "Learning Agreements," NEET prevention, and Gatsby Benchmarks. ● Behaviour Analytics: Ability to use complex data (e.g., Arbor/CPOMS/SISRA) to identify trends, bias, and the impact of pastoral interventions. ● Vulnerable Group Outcomes: A proven track record of closing the P8/A8 gap for Pupil Premium and SEND students 	<p>regional SEND hub.</p> <ul style="list-style-type: none"> ● Alternative Provision: Experience designing internal AP models to reduce suspensions/permanent exclusions. ● Experience of using "Integrated Curriculum Financial Planning" (ICFP) specifically to staff a pastoral and inclusion team. ● Community Engagement: Understanding of how to build strong partnerships with parents, governors, and the wider Berwick community. ● Understanding of the specific socio-economic and educational landscape of the North East/Northumberland/Berwick.
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Personal Skills & Attributes

<ul style="list-style-type: none"> ● Trust: Being reliable, consistent, and humble. ● Wisdom: Using research and insight to develop a learning culture. An analytical thinker who can find creative solutions to complex organisational challenges. ● Kindness: Leading with compassion and high emotional intelligence. High levels of self-awareness, empathy, and the ability to build strong, professional relationships. ● Justice: Ensuring fairness and consistency in all systems. ● Service: Channelling ambition into the school, not oneself. ● Courage: Having difficult conversations and remaining optimistic in the face of adversity. ● Vision: Anticipating the future and helping the community prepare for change ● Communication: Highly articulate and persuasive; able to present a compelling vision to diverse audiences. ● Resilience: Ability to work under pressure, manage a heavy workload, and maintain a sense of humor and perspective. 	
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The Berwick Leadership Charter: How We Lead

At Berwick Academy, **how** you lead is as important as **what** you achieve. We are looking for leaders who embody our Charter—individuals who lead with high challenge and high support, balancing radical

candor with deep empathy.

Trust & Integrity

- **Earn Trust:** Be consistent, credible, and humble. Act with "service over self," doing what is right rather than what is popular.
- **Emotional Intelligence:** Manage personal emotions to help others regulate theirs. Use rapport and active listening to build deep professional understanding.

Wisdom & Horizon Scanning

- **Learning Culture:** Be outward-facing and research-led. Seek learning from both successes and failures to foster a true growth mindset.
- **Expertise:** Develop and share specialist knowledge, over-communicating the "why" behind strategic decisions.

Kindness & Compassion

- **Lead with Care:** Act without ego. Listen to the person, not just the role, to build a genuine sense of belonging and contribution.
- **Elevate Others:** Seek daily opportunities to help others succeed, empowering staff to lead within their own spheres.

Justice & Equity

- **Fairness in Action:** Apply rules with transparency and common sense. Value difference and consciously build diverse, high-performing teams.
- **Value Strengths:** Acknowledge the expertise of others and ensure credit is given where it is due.

Courage & Resilience

- **Extreme Ownership:** Look at your own actions first when things go wrong. Do not avoid difficult conversations; lean into conflict with skill and honesty.
- **Calm Optimism:** Build organizational resilience by remaining positive under pressure. Relish challenge and find strength in the collective SLT.

Vision & Strategy

- **Long-term Purpose:** Prioritize the 2028 vision over short-term "quick fixes." Anticipate change and prepare the community for the future.
- **Decisive Action:** Translate complex data into clear, actionable plans. Scan the horizon to ensure Berwick remains at the forefront of educational innovation.

Last updated: April 2026