



Deputy Headteacher: Person Specification (Academic)

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 school improvement and impact on outcomes. Successful experience as an Assistant Headteacher or Deputy Headteacher in a secondary setting. • Curriculum & Pedagogy: Experience in leading the development of a highly effective, inclusive curriculum and implementing "Quality First" teaching strategies. • Staff Development: Proven ability to lead professional learning, mentor middle leaders, and hold staff accountable through rigorous performance management. • Horizon Scanning: Ability to translate national policy (Ofsted, DfE etc) into local, school-wide action. • Proven track record of raising standards of attainment and progress at Key Stage 4 and 5. Proven experience in leading a high-performing Sixth Form, with deep knowledge of A-Level/Level 3 Value Added metrics and the 16–19 Funding Guidance. • Accountability & Progress 8: Sophisticated understanding of the Secondary Accountability Framework, specifically Progress 8, Attainment 8, and the EBacc entry requirements. 	<ul style="list-style-type: none"> • Change Management: Experience in leading large-scale change (e.g., transition between tiers, new builds, or total cultural reboots). • Experience in school branding or community engagement during a period of change. • Academic Pathways: Evidence of designing effective "Level 2 to Level 3" transitions, ensuring curriculum sequencing leads directly to competitive university or higher-apprenticeship destinations. • Exam Logistics: Experience in overseeing the strategic delivery of a complex external examination cycle (GCSE/A-Level) and the subsequent results-day analysis and reporting.
Professional Knowledge and Understanding	
<ul style="list-style-type: none"> • Pedagogical Expert: Deep understanding of cognitive science and evidence-based practice. • Curriculum Designer: Experience in designing a sequenced, ambitious 11–18 curriculum that 	<ul style="list-style-type: none"> • Community Engagement: Understanding of how to build strong partnerships with parents, governors, and the wider Berwick community.

<ul style="list-style-type: none"> meets the "Quality of Education" criteria. ● Data Architect: Sophisticated ability to use data modeling and ICFP to ensure a curriculum is both high-performing and financially sustainable. ● Coaching: Proven ability to lead a "coaching over monitoring" culture and develop staff at all career stages. ● Outcome Focus: Track record of significantly raising attainment and progress at KS4 and/or KS5. ● Strategic Vision: Deep understanding of current educational issues, the Ofsted inspection framework, and the statutory requirements of a secondary academy. ● Highly developed skills in using data to diagnose school strengths and weaknesses, ensuring interventions are timely and effective. Ability to interrogate complex data (ASP, IDSR, SISRA) to identify gaps and drive interventions. 	<ul style="list-style-type: none"> ● Expert knowledge of the 16-19 Funding Guidance and Sixth Form study programmes. ● 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