



Bexley Grammar School

Deputy Headteacher - Person Specification

Qualifications and Training

The successful applicant will have the ability to fulfil any of the roles conventionally undertaken by senior leaders in schools; the applicant will have a proven track record as an outstanding teacher and educational leader and will demonstrate the potential for Headship.

Applicants must be able to show evidence of:

- Further professional/academic study and evidence of commitment to continuous training including recent management training.
- Having led school-based initiatives which resulted in a significant improvement to learning.

The successful candidate will also be able to exhibit many of the following characteristics:

Experience

- Breadth of experience within 11-18 age range and a thorough knowledge of the National Curriculum, the 14-19 curriculum and the wider educational agenda;
- Successful strategic leadership experience, likely to have been gained as an Assistant Headteacher or equivalent in a secondary school;
- A proven track record in leading and managing staff, including building a successful team, delegating effectively and implementing and managing change;

Shaping the Future

- The ability to lead change, creativity and innovation;
- Commitment to inclusion and the right of every pupil to be the best that they can be;
- The ability to inspire, challenge, motivate and empower others to carry the vision forward;
- The ability to build the capacity for improvement;
- Commitment to setting and achieving ambitious, challenging goals and targets;

Leading Learning and Teaching

- Commitment to raising standards for all in pursuit of excellence;
- The ability to monitor and evaluate performance, celebrate excellence and challenge poor performance;
- Commitment to choice and flexibility to meet the personalised learning needs of all pupils;
- Successful experience of positive behaviour management;
- Successful experience of curriculum development and the implementation of effective assessment procedures;

Developing Self and Empowering Others

- To be a high profile role model commanding the confidence, trust and respect of the school community;
- The ability to develop individuals, empower and sustain effective teams;
- Appreciation of the significance of interpersonal relationships;
- Appreciation of the impact of change on the school and individuals;
- Appreciation of the importance of staff wellbeing;
- Collaboration and network with others within and beyond school;
- The ability to accept support from others including colleagues, governors and outside agencies;

Leading and Managing the Organisation

- The ability to think creatively and innovatively;
- Commitment to sustain a safe, secure and healthy school environment;
- The ability to create policy through consultation and review;
- The ability to delegate effectively;
- The ability to prioritise, plan and organise;
- Experience of efficient resource management to achieve educational priorities;
- Successful experience of using ICT and information systems to enhance learning;
- Knowledge and experience of safeguarding procedures;
- Commitment to promote diversity and equal opportunities;
- Commitment to promote wellbeing;

Securing Accountability

- Commitment to individual, team and whole school accountability for pupil learning outcomes;
- Experience of school self-evaluation and successful school improvement processes;

Strengthening Community through Collaboration and Partnership

- Commitment to develop effective partnerships and networks at local, national or international level in order to raise standards;
- Experience of securing and raising standards in an inclusive school and working with local and national external agencies.