



Post of Deputy Headteacher Person Specification and Criteria for Selection

Category	Essential	Desirable	Assessed by
Qualifications and Development	<ul style="list-style-type: none"> Qualified Teacher Status Degree or equivalent Evidence of continued professional development A commitment to further professional development, including the commitment to complete the SENCO qualification (NASENCO) 	<ul style="list-style-type: none"> Evidence of relevant further professional and/or academic study within the last three years National Professional Qualifications (NPQs), e.g., NPQSL, NPQML, NPQLBC NASENCO qualification Understanding of current educational issues, developments and research and implication for in-school practices 	(A) (S) (D) (I) (R)
Experience	<ul style="list-style-type: none"> A strong classroom practitioner with experience of teaching in more than one school A proven record of raising standards and outcomes for pupils Recent proven experience as an upper KS2 class teacher (Y5 and/or Y6) Proven experience of teaching the current National Curriculum in upper KS2 curriculum Proven experience of developing the UKS2 curriculum as part of a school's wider curriculum Proven experience of statutory assessment at the end of KS1 and/or KS2 Strong inclusive practice with experience of effectively supporting pupils with SEN and/or social and emotional barriers to learning Experience of a range of pupil care issues including behaviour, safeguarding and pastoral matters 	<ul style="list-style-type: none"> Experience teaching in contrasting settings Experience of teaching in both KS1 and KS2 Experience of multi-agency working and evidence of working in partnership with other schools Experience working in the role of SENCO Experience of supporting effective transition for pupils at the end of Y6 Experience of organising and delivering Y6 statutory assessments (SATs) Experience as a KS1 or KS2 moderator Evidence of commitment as an 'extended professional', for instance by organising and leading residential visits 	(A) (S) (I) (R)
Leadership Skills	<ul style="list-style-type: none"> An ability to think and plan strategically by anticipating potential problems and developing creative solutions An ability to sense opportunities and independently take the initiative to move things forward in a positive way, in line with the school's strategy, while overcoming barriers and unforeseen challenges An ability to set and communicate high expectations An ability to articulate a clear vision, values and purpose in a way which motivates, inspires, and enthuses pupils, staff, parents, and governors An ability to build and lead a high-performing, solution-focused team and be accountable for the performance and efficiency of that team An ability to delegate tasks and responsibilities and monitor outcomes An ability to select, analyse and interpret data 	<ul style="list-style-type: none"> Experience of strategic leadership across the whole school with a proven track record of successfully leading initiatives that have raised standards and pupil achievement with measurable evidence of sustained impact Experience of using a range of evidence to accurately prioritise strategic leadership objectives and identify the appropriate actions required to meet these objectives and raise standards Demonstratable experience of leading training and staff development across the school within the last three years (e.g., coaching, mentoring, INSET for staff) Successful experience holding others accountable for their practice, performance, and the contributions they make to the school community through performance management Experience of making effective use of funding and other resources 	(A) (S) (I) (R)
Knowledge, Understanding and Aptitudes	<ul style="list-style-type: none"> An understanding of the role of the Deputy Headteacher and how this supports the role of the Headteacher and the wider strategic and operational leadership of the school An ability to adapt practice to meet the needs of primary aged pupils based on a robust knowledge of child development, a thorough knowledge and understanding of the National Curriculum, and an in-depth understanding of effective pedagogical approaches A strong knowledge and understanding of effective strategies to support and manage the behaviour of pupils across the primary age range An ability to communicate effectively both orally and in writing to a wide range of audiences using a high standard of English 	<ul style="list-style-type: none"> A good working knowledge and understanding of schools' statutory responsibilities regarding the needs and care of pupils with SEND, including an up-to-date knowledge of the SEND code of practice and equal opportunities legislation An ability to articulate how research informs practice and the impact this has had personally and for those they lead A good understanding of restorative practice and evidence of experience using restorative approaches to create a culture of high challenge and high support An understanding of the need to utilise school resources effectively, with an awareness of best value principles 	(A) (S) (I) (R)

Self-Management	<ul style="list-style-type: none"> An ability to successfully balance leadership responsibilities with class teacher responsibilities, meet deadlines and cope with multiple priorities under pressure by prioritising, planning, and organising themselves well The capacity to work autonomously, achieved through strong self-management skills, which include intrinsic motivation, emotional self-awareness, and emotional self-control An ability to set and achieve ambitious, challenging goals and targets for self and others and work in a determined manner to achieve personal goals An ability to flexibly adapt to changing circumstances and new ideas in a positive, creative manner An ability to listen to, reflect on and act on feedback from others and demonstrate the impact their feedback has had 	<ul style="list-style-type: none"> Evidence of an entrepreneurial spirit and innovative, evidence-led, approach to school improvement 	(A) (S) (I) (R)
Personal and Professional Attributes	<ul style="list-style-type: none"> A tenacious approach, with an unshakeable drive to deliver great outcomes for all children Demonstratable evidence of a strategic leadership style that is ambitious and aspirational and is characterised by integrity, creativity, resilience, resourcefulness, and clarity An ability to critically self-reflect and the drive to continue to grow through independent, self-directed learning Open, honest, and approachable with the ability to foster a transparent and supportive culture Trustworthy, with the ability to maintain confidentiality A strong sense of professionalism and commitment to upholding standards, acting as a role model to others Strong interpersonal skills with the ability to effectively lead difficult conversations and resolve conflicts at every level 	<ul style="list-style-type: none"> Interests beyond education and the needs of children that might be used to extend pupils' horizons Evidence of implementing, managing, and evaluating change in a collaborative way. 	(A) (S) (I) (R)
Additional Requirements	<ul style="list-style-type: none"> The overall application must include a comprehensive application form and a well-structured supporting letter of no more than three sides of A4 The application form and supporting letter should be clear, impact-centred and related to the specific post. It should indicate how each of the essential criteria and any of the desired criteria have been met The supporting letter should give an insight into beliefs, educational philosophy, attitudes, and values and it should outline how these align to the school's vision and values The application form should detail training and other achievements including personal achievements and skills that are not covered in the supporting letter. The impact of training can be expanded upon in the supporting letter. The application must include at least two references, one of which must be sought from the applicant's current line manager 		(A) (S) (R)

How criteria will be assessed: (A) application form, (S) supporting letter, (D) documentation and qualification certificates, (I) interview and (R) references