**Person Specification- Deputy Headteacher**

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| **Essential** | **Desirable** |
| **Qualifications and experience** | |
| * Qualified teacher status * Good honours degree * Evidence of continuing professional development relating to school leadership, curriculum design and/or improving teaching and learning * Successful leadership experience in school * At least 5 years teaching experience across the primary age range | * Experience at Assistant or Deputy Head level * Qualification in leadership (e.g. NPQML/SL) * Qualification or accreditation in specific subject specialism * Additional further educational qualifications linked to teaching and learning |
| **School culture** | |
| * Ability to articulate and share a vision of primary education rooted within the school’s vision and context * Ability to lead change in relation to school vision * Determination to enable all pupils to succeed and achieve well * Ability to lead by example and ensure all colleagues model high standards, reflective of school culture * Understanding of how to lead others effectively and inspire and motivate a team | * Experience of working in a Church of England school |
| **Teaching** | |
| * Evidence of excellent teaching and impact upon outcomes for all pupils including experience of teaching in more than one year group * Knowledge and experience of a range of successful teaching and learning strategies to meet the needs of all pupils * Secure understanding of assessment strategies and the use of formative assessment in ensuring that learning is well-matched to pupils’ needs * Strong pedagogical understanding and knowledge of a range of effective teaching and learning strategies that are proven to improve the quality of teaching * Strong knowledge and understanding of the Primary National Curriculum requirements and national assessment systems * Knowledge and experience of using educational research to inform practice * Understanding of how children learn, including meta-cognition, and effective pedagogies * Knowledge of barriers that can inhibit learning and how these can be overcome * Understanding of the characteristics of effective learning environments and their importance of in developing pupil independence * Demonstrate pride through the organisation of classroom and school environment | * Experience of teaching in Key Stage Two * Experience of teaching across the whole primary phase * Experience of teaching in more than one school |
| **Curriculum and assessment** | |
| * Secure understanding of the breadth of the National Curriculum * Understanding of curriculum design principles, current research and effective pedagogies to ensure pupils learn well across the curriculum * Strong understanding of the key principles of cognitive science and how these can be translated into effective curriculum design * Core subject leadership or experience of leading an area of whole school improvement leading to improvements in the quality of teaching and pupil outcomes * Understanding of how children learn to read including the teaching of phonics * Understanding of the importance of reading in enabling access to the curriculum * Experience of implementing whole school assessment systems | * Evidence of leading an area of curriculum innovation across the school * Experience of whole school curriculum leadership * Experience of wider curriculum development linked to school values, drivers or key priorities * Mentoring or coaching of middle or subject leaders |
| **Behaviour** | |
| * Understanding of successful behaviour management and the role behaviour plays in effective learning * Models high expectations for behaviour from pupils and adults | * Experience of developing and implementing whole school behaviour policy and procedures * Experience of implementing a programme to improve behaviour for learning * Experience of using school values to improve behaviour * Experience of working with parents and/or external agencies to improve behaviour |
| **Additional needs including SEND** | |
| * Ability to demonstrate impact of own practice and leadership on improving outcomes for vulnerable pupils and/or those with SEND * Understanding of, and commitment to, promoting the safeguarding and welfare of all pupils | * Experience of leading on strategies to improve attendance and/or achievement of disadvantaged/ vulnerable pupils |
| **Professional development** | |
| * Excellent knowledge of current educational issues and priorities * Up to date knowledge and understanding of key educational research particularly linked to improving teaching and curriculum * Experience of modelling best practice and providing mentoring/coaching to support the growth of others * Experience of leading a group of staff (NQTs, TAs, trainee teachers, phase leaders) | * Experience of leading/ coordinating a programme of development for staff (TAs, NQTs) * Involvement in staff recruitment and induction * Experience of challenge and support to colleagues to improve performance * Experience of using instructional coaching to improve the quality of teaching |
| **Organisational management** | |
| * Knowledge, awareness and commitment to the promotion of safeguarding * Understanding of the importance of safeguarding in its widest form in education * Knowledge of Keeping Children Safe in Education and other relevant policies/guidance * Recent safeguarding training * Experience of line management of a staff group | * DSL training or desire to undertake this in the future * Experience of leading appraisal of staff * Understanding of budget management and resource deployment |
| **Continuous school improvement** | |
| * Experience of contributing to strategic school improvement and self-evaluation planning * Knowledge of what constitutes quality in educational provision, the characteristics of effective schools and strategies to rapidly raise attainment * Evidence of successful strategies for implementing, monitoring and evaluation for school improvement * Experience of critically monitoring and evaluating the quality of teaching and learning * Experience of using whole school data to identify specific areas for improvement * Experience of providing feedback and support to colleagues to improve practice * Understanding of effective strategies to promote outcomes for disadvantaged pupils and those affected by school closures | * Evidence of having translated vision into reality at whole school level * Experience of a recent Ofsted inspection |
| **Working in partnership** | |
| * Experience of working closely with parents to improve learning for pupils * Understanding of effective school to school improvement * Knowledge of models of collaborative working * Awareness of current research in relation to school improvement and key themes in education * A commitment to continued professional development and growth, including the use of research and school to school collaboration | * Experience of school to school support work (e.g. Alliance, SLE) * Experience of working with external providers/ agencies to support school improvement * Experience of working with Challenge and Support Partners (CSP) in supporting school improvement |
| **Governance and accountability** | |
| * Knowledge of the role that governors play in school improvement * Experience of communicating with school governors and wider stakeholders * Ability to provide clear information to governors | * Has held the role of staff governor * Experience of presenting reports to governors |
| **Attributes and qualities** | |
| * Has a tangible passion for education and learning and a commitment to enabling every child to achieve * Strong commitment to promoting the distinctive Christian ethos of the school * Has high expectations of self and others * Is able to develop relationships with pupils and staff based on enjoyment, enthusiasm and humour * Ability to inspire and motivate pupils and staff * Has high levels of energy and enthusiasm * Able to prioritise and manage workload and time * Has excellent interpersonal and communication skills * Adaptable and embraces change * Is honest and shows integrity * Ability to remain positive and enthusiastic when working under pressure |  |
| **Safeguarding** | |
| Christ Church CE Primary School is committed to safeguarding and promoting the safety and welfare of children and young people. All staff and volunteers are expected to share this commitment and all appointments will be subject to appropriate vetting, including an enhanced DBS disclosure check | |
| **Letter of application** | |
| A succinct supporting statement of no more than 2 sides of A4 detailing your educational philosophy and leadership impact to date, and how your experience, knowledge, skills and understanding meet the criteria of the person specification | |
| **References** | |
| Two fully supportive references, including one from your current employer | |