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| **Person Specification**  **Deputy Headteacher** | **Essential** | **Desirable** |
| **Qualifications** |  |  |
| Educated to degree level. | ✓ |  |
| Qualified teacher status. | ✓ |  |
| To have evidence of continuing and recent professional development relevant to the post. |  | ✓ |
| **Experience** |  |  |
| Minimum of 5 years teaching experience |  | ✓ |
| Current experience of senior leadership post in a primary school | ✓ |  |
| Evidence of effecting school-wide leadership that has led to an improvement in pupil performance. | ✓ |  |
| Evidence of contributing to whole school improvement. | ✓ |  |
| Evidence of supporting/mentoring colleagues in order to secure school improvement. | ✓ |  |
| Evidence of improving the quality of teaching and learning, through processes of monitoring and support. | ✓ |  |
| Evidence of managing and using data to support pupil progress and attainment. | ✓ |  |
| Evidence of supporting staff development programmes for teachers and other staff. | ✓ |  |
| Evidence of supporting strategies to improve parental involvement in their children’s learning. | ✓ |  |
| **Professional Knowledge and Understanding** |  |  |
| Have a sound understanding of the skills and attributes involved in effective leadership. | ✓ |  |
| Understand best practice in teaching and learning, particularly relating to achieving high rates of progress of children of primary age. | ✓ |  |
| Be committed to the pursuit of excellence through reflective practice and continued professional development. | ✓ |  |
| Understand the expectations in the Ofsted Framework regarding effective leadership and management. | ✓ |  |
| Have a good working knowledge of schools’ statutory responsibilities regarding the needs and care of pupils with SEN | ✓ |  |
| Have knowledge of effective strategies to include, and meet the needs of, all pupils in particular underachieving groups of pupils and more able. | ✓ |  |
| Have an excellent understanding of positive effective strategies for whole school behaviour management. | ✓ |  |
| Be committed to own professional development and seek to continuously develop skills and practice. | ✓ |  |
| Understand the principles of Racial Equality and Equality of Opportunity and how these may inform whole school policy. | ✓ |  |
| **Professional Skills and Abilities** |  |  |
| Be an excellent teacher. | ✓ |  |
| Be an innovative practitioner using research to move practice on. | ✓ |  |
| Enjoy challenge and perform efficiently in a significant and key leadership role that effects whole school change (and hold colleagues to account) | ✓ |  |
| Have excellent interpersonal skills, with the ability to enthuse and motivate others and develop effective partnerships | ✓ |  |
| Have a willingness to share expertise, skills and knowledge and ability to encourage others to follow suit. | ✓ |  |
| Model and disseminate excellent practice through coaching and workingalongside colleagues. | ✓ |  |
| Lead whole school INSET | ✓ |  |
| Be able to work with a range of stakeholders including governors and parents and be accountable for performance and budget expenditure. |  | ✓ |
| Be able to analyse data effectively to assess whole school performance and progress. | ✓ |  |
| Demonstrate the effective use of ICT to enhance the learning and teaching of all subjects. | ✓ |  |
| Be willing and enjoy engaging parents in order to encourage their close involvement in the education of their children. | ✓ |  |
| Have good communication skills both orally and in writing. | ✓ |  |
| Be able to manage own workload effectively and respond swiftly to deadlines. | ✓ |  |
| Demonstrate resilience, perseverance and the ability to cope with the pressures of a demanding management position. | ✓ |  |
| Demonstrate and openness and willingness to address and discuss relevant issues, allied with an ability to inspire and challenge others and deal with challenging questions. | ✓ |  |
| To practice equal opportunities in all aspects of the role and around the work place in line with policy. | ✓ |  |
| Demonstrate the drive to develop the school vision and ethos. | ✓ |  |
| To maintain a personal commitment to professional development linked to the competencies necessary to deliver the requirements of this post. | ✓ |  |
| Managing the Organisation/Securing Accountability |  |  |
| Use a range of tools and evidence, including self-evaluation and performance data, to support, monitor, evaluate and improve aspects of the school, including challenging underperformance. | ✓ |  |
| Demonstrate the importance of distribution and delegation of leadership responsibilities. | ✓ |  |
| **Safeguarding** |  |  |
| Have up to date knowledge of relevant legislation and guidance in relation to working with, and the protection of, children and young people. | ✓ |  |
| Display commitment to the protection and safeguarding of children and young people and the ability to follow agreed procedures. | ✓ |  |