

Delamere School 2024

Deputy Head Appointment

Person Specification

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Area of Expertise** | **Essential** | **Shortlisting** | **Lesson Observation** | **Interview** | **Presentation** |
| Qualifications and Further Training. | * DFES qualified teacher status
 | √ |  |  |  |
| * Evidence of continuing professional development or further professional study.
 | √ |  | √ |  |
| Experience | * Judged to be an outstanding teacher.
 | √ | √ |  |  |
| * Successful teaching experience with primary SLD, PMLD and ASD pupils.
 | √ | √ | √ | √ |
| * Successful experience in a leadership and management role.
 | √ |  | √ | √ |
| Strategic Direction and Development of the School | * Ability to provide clear direction and lead by example.
 | √ | √ | √ | √ |
| * Ability to formulate, monitor, evaluate and review plans and policies.
 | √ |  | √ | √ |
| * Thorough knowledge of current educational issues including 2012 Teaching Standards and SEND Code of Practise 2014.
 | √ |  | √ |  |
| * Commitment to school self-evaluation and to reflective practice.
 | √ |  | √ |  |
| Leading and Managing Staff | * Ability to provide effective and innovative leadership.
 | √ |  | √ | √ |
| * Ability to manage and develop staff teams effectively.
 | √ | √ | √ |  |
| * Ability to support effective communication between the head and others within the school community.
 | √ |  | √ |  |
| * Ability to manage change effectively.
 | √ |  | √ |  |
| Standards and Progress | * Good analytical skills and the ability to use pupil progress and attainment data to raise standards.
 | √ |  | √ | √ |
| * Ability to support the head and governors in setting and achieving challenging targets for the school, teachers and pupils.
 | √ |  | √ | √ |
| Teaching and Learning | * Understanding of the principles of effective learning for children with significant SEN and the ability to promote a culture of learning throughout the school.
 | √ | √ | √ | √ |
| * Understanding of the principles of good curriculum provision.
 | √ | √ | √ |  |
| * Understanding of the role of assessment in children’s learning.
 | √ | √ | √ | √ |
| * Successful experience of monitoring, evaluating and improving the quality of teaching and learning.
 | √ | √ | √ | √ |
| Ethos and Inclusion | * Understanding of the factors which create barriers to learning and ability to implement appropriate strategies for reducing inequalities and promoting inclusion.
 | √ | √ | √ |  |
| * Ability to support the head in creating and maintaining and ethos of positive behaviour.
 | √ | √ | √ |  |
| * Commitment to multi-agency teamwork and an understanding of its contribution to children’s learning.
 | √ |  | √ |  |
| * Commitment to continue and further develop close links with mainstream and other special schools.
 | √ |  | √ |  |
| * Commitment to equality of opportunity.
 | √ | √ | √ |  |
| Relationship with Parents and the Wider Community. | * Successful experience of creating and maintaining effective partnerships with parents and carers to support pupils’ learning.
 | √ |  | √ |  |
| * The ability to maintain effective relationships with the Governing Body, PTA, the Local Authority and other support agencies.
 | √ |  | √ |  |
|  | * The ability and commitment to promote the school positively in the community.
 | √ |  | √ |  |
| Deployment of Staff and Resources | * Ability to support the headteacher in deciding on the effective deployment of staff.
 | √ | √ | √ |  |
| * Understanding of the principles underlying effective financial management.
 | √ |  | √ |  |
| * Some experience of managing and monitoring a budget.
 | √ |  | √ |  |
| Personal Qualities | * Emotional Resilience
 | √ |  | √ |  |
| * Effective interpersonal, communication and presentation skills.
 | √ | √ | √ | √ |
| * A good health and attendance record.
 | √ |  |  |  |
| * Commitment to work life balance.
 | √ |  | √ |  |
| * Effective ICT skills.
 | √ |  | √ |  |