

DEPUTY HEADTEACHER – PERSON SPECIFICATION

ATTRIBUTES	ESSENTIAL	DESIRABLE
Qualifications and training	<ul style="list-style-type: none"> • Qualified Teacher Status. • Degree or equivalent. • Evidence of continued and relevant professional development. 	<ul style="list-style-type: none"> • Attendance on Leadership training courses such as Subject Leadership, NPQ's. • Attendance on training related to development of curriculum / learning.
Experience	<ul style="list-style-type: none"> • Excellent classroom practitioner in a Primary / First School setting. • Shows commitment to both academic and general welfare of children. • Lead role in curriculum development and planning in Primary / First School. • Experience of leading on aspects of school improvement identified through the schools self-evaluation process. • Appreciation of needs of whole age range in school. • Sound understanding of recent educational developments affecting Primary Education. 	<ul style="list-style-type: none"> • Leadership experience in Primary / First School. • Experience of dealing with issues related to safeguarding children. • Experience of leadership in a range of curriculum areas, including core subjects. • Teaching experience in different year groups within the Primary phase. • Recent involvement in implementation of new educational initiatives.
Skills and abilities	<ul style="list-style-type: none"> • Ability to analyse, interpret and act upon relevant school self-review information and data. • Ability to plan strategically. • Proven ability to accurately judge the quality of teaching • Ability to successfully lead and manage staff, supporting, motivating and inspiring them to develop and improve their practice. • Excellent organisational skills. • Ability to communicate effectively and develop excellent relations with all members of the school's community, including parents, drawing on excellent inter-personal skills. • Ability to prioritise own work, manage a varied workload and delegate appropriately. • Ability to demonstrate adaptability and flexibility and to manage the implementation of change sensitively. 	<ul style="list-style-type: none"> • Previous staff management role including appraisal. • Evidence of team involvement. • Ability to lead and manage effectively in a pressurised environment. • A working knowledge of how to manage the reputation of the school and engaging with the school community. • Knowledge of the needs of children at different stages of their development. • Experience of carrying out detailed analysis of performance data.

<p>Personal qualities</p>	<ul style="list-style-type: none"> • Self-motivated, friendly, enthusiastic and hardworking. • Willingness to share expertise, skills and knowledge and have the ability to encourage others to follow suit. • Openness and willingness to address and discuss relevant issues, allied with an ability to inspire and challenge others and deal with challenging questions. • Reliable, honest, efficient and approachable. • Ability to meet new challenges with a positive attitude. • Positive approach to discipline. • Ability to relate to all pupils. • Willingness to work in partnership with other staff, schools, key agencies and organisations. • Commitment to equal opportunities. • Good sense of humour. 	<ul style="list-style-type: none"> • Outside interests/hobbies.
<p>Educational values, philosophy and commitment</p>	<ul style="list-style-type: none"> • Commitment to teaching approaches, which encourage all children to give their best, irrespective of ability, gender, ethnic or social background. • Commitment to creative approaches to learning, allowing pupils to gain first hand experience and become confident, independent learners. • Commitment to raising standards and improving pupil performance. • Fully committed to close home / school partnerships as a key to effective education. • Positive approach to whole school CPD. • Commitment to high standards and continuous improvement. 	<ul style="list-style-type: none"> • Experience of teaching children from a wide range of backgrounds. • Evidence of use of innovative approaches to learning and teaching in a variety of curriculum areas.