Grange Primary School
Pursuing excellence for every child

Person Specification – Deputy Headteacher

Criteria	Essential	Desirable
Qualifications	• Qualified Teacher Status • Degree level (or equivalent) qualification • Evidence of continued professional development relevant to leadership and teaching and learning • Safeguarding qualifications	• Evidence of senior leadership professional development (e.g., NPQSL, NPQH or equivalent) • Safeguarding Level 2
Experience	• Successful experience as a senior leader in a primary school • Recent proven track record as an outstanding classroom practitioner and with demonstrable excellent behaviour management strategies • Experience of leading teaching and learning across a whole school or phase • Demonstrable impact in raising standards and improving pupil outcomes • Significant experience of conducting lesson observations and learning walks • Experience of providing high-quality, constructive feedback that leads to measurable improvements • Successful use of coaching and co-coaching approaches to develop staff • Evidence of continued professional development relevant to leadership and teaching and learning • Strong experience of behaviour leadership and creating calm, purposeful learning environments to support all children and their individual needs • Experience of implementing and driving the School Improvement Plan (SIP) cycle with demonstrable evidence of raising the standards across the curriculum • Effective line management, through the process of performance management, coaching and mentoring, and delegation of responsibilities	• Teaching experience in more than one school and across multiple key stages • Experience of working in a wider context than an individual school, eg in school partnerships or with a teaching school • Experience of effective liaison with Governors, external partners, and local communities • Evidence of leading on the professional development of other staff including the leading of INSET • Development of innovative school improvement practices
Knowledge and understanding	• Deep understanding of high-quality teaching, learning, and assessment • Strong knowledge of the primary curriculum (EYFS to Year 6) and effective pedagogy • Clear understanding of inclusion, SEND, and equality of opportunity • Knowledge of evidence-informed approaches and educational research • Knowledge of current national educational trends and initiative • Secure knowledge of statutory requirements relating to the curriculum and assessment • Secure understanding of safeguarding, child protection, and statutory responsibilities • Understanding and application of purposeful data analysis for school improvement	• Knowledge of the role of the governing body

Skills and Abilities	• Be an effective role model who consistently demonstrates the positive attitudes and high expectations of the school • Ability to observe, evaluate, and improve teaching with clarity and consistency • Highly effective communication and interpersonal skills • Ability to challenge, support, and inspire staff, fostering a culture of trust • Strong organisational and strategic planning skills with the ability to prioritise and make prompt decisions • Ability to translate vision into effective systems, structures, and sustainable impact • Capacity to build strong relationships with pupils, staff, parents, and the wider community and resolve any conflict effectively	
Personal Qualities	• Passionate about achieving excellence for every child • Resilient, reflective, and solutions-focused • High levels of professionalism, integrity, and discretion • A strong work ethic with the ability to lead by example as a role model • Commitment to collaborative leadership and teamwork • Ability to remain calm, decisive, and maintain a sense of perspective under pressure	
Safeguarding	• A clear commitment to safeguarding and promoting the welfare of children and young people • Willingness to uphold statutory responsibilities and lead by example in child protection	