



Ashwell Primary School

Shaping futures: Together we learn, care and grow

Deputy Headteacher – Person Specification

Criteria	Selection Criteria - Qualifications / Experiences / Qualities	
	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> ▪ Qualified Teacher Status. ▪ National Award SENCo (NASENCO) or G Cert SENCO (or commitment to obtaining it within the next 2 years) ▪ Evidence of continuing professional development. ▪ Good Honours Degree or equivalent. ▪ Current enhanced DBS disclosure. 	<ul style="list-style-type: none"> ▪ Designated Safeguarding Lead training. ▪ Hertfordshire STEP's Tutor training. ▪ Any other qualifications relevant to a leadership role such as NPQML / NPQSL etc.
Skills & Knowledge	<p>Leadership & Management</p> <ul style="list-style-type: none"> ▪ Ability to undertake the responsibility of the day to day management of the school, in the absence of the Headteacher. ▪ Ability to manage a high work load and conflicting priorities. ▪ Ability to demonstrate vision, strategic leadership and management of change. ▪ Excellent interpersonal, communication and organisational skills. ▪ An understanding of the role of the Deputy Head teacher as per the job description. ▪ Ability to lead and support other staff within the school which impacts on standards and achievements. ▪ Thorough understanding of safeguarding children. ▪ An understanding of current educational initiatives and relevant legislation. <p>Inclusion Lead</p> <ul style="list-style-type: none"> ▪ Detailed knowledge of the role of the SENCO and evidence of a thorough understanding of, and ability to implement, all SEND related statutory responsibilities to ensure the school's compliance with the SEND code of Practice and any other current/relevant legislation. ▪ Detailed knowledge of the LHNF / EHCP assessment process. ▪ Ability to plan and evaluate a range of intervention strategies. <p>Teaching & Learning</p> <ul style="list-style-type: none"> ▪ The ability to model high-quality teaching as an outstanding classroom practitioner. ▪ Knowledge of assessment and tracking systems / proven track record in raising attainment. ▪ In depth knowledge of curriculum expectations across the primary age range and EYFS. 	<p>Leadership & Management</p> <ul style="list-style-type: none"> ▪ Knowledge of the STEP ON therapeutic approach to behaviour management. ▪ Experience as an Assistant or Deputy Headteacher. ▪ Experience of budget management. ▪ Detailed knowledge of Health and Safety requirements in schools and advanced training in safeguarding. ▪ Knowledge of Arbor (MIS) <p>Inclusion Lead</p> <ul style="list-style-type: none"> ▪ Knowledge of the Pupil Premium Grant / strategies. ▪ The ability to interpret data reflectively and to question what it really means. ▪ Knowledge of the SEND systems and processes in Hertfordshire. ▪ Knowledge of Provision Map (SEND) ▪ Knowledge of Hertfordshire's Local Offer & DSPL provision. ▪ Effective coaching and mentoring skills. ▪ Competent in the use of ICT.

Experience	<ul style="list-style-type: none"> Teaching a range of classes with at least 5 years teaching experience overall. (Previous or current) Fulfilling the role of the INCO / SENCO. Working with children with varying special educational needs. Working with other schools, organisations, outside agencies. Leading a major aspect of the school's work with a proven positive impact. Using data to set targets for improvement and to monitor progress. Leading and managing a team of people. Monitoring and evaluating curriculum delivery. Leading staff development/training/INSET. Observing lessons and giving accurate and constructive feedback. Working with and developing positive links with all stakeholders Empathising with the points of view of others whilst applying school policies. 	<ul style="list-style-type: none"> Successfully teaching across the primary range. <p>(Core experiences and expertise in the EYFS / KS1 phase of primary education)</p> <ul style="list-style-type: none"> Leadership within a primary school. Monitoring progress & attainment across the school. Managing and dealing with a variety of safeguarding cases. Leading EHM/CIN/CP plans. Completing S17 / S47 information requests. Carrying out appraisals and performance management of support staff. Working with governors.
School Ethos	<ul style="list-style-type: none"> A belief in pupil centred, active learning with an ability to engage, challenge and have high expectations of children. Ability to provide a caring, cooperative atmosphere for children and to create a challenging, disciplined and effective learning environment. Commitment to respecting diversity. Commitment to promoting inclusivity. Commitment to safeguarding all within the school community. Commitment to the progress of all pupils, including disadvantaged. 	<ul style="list-style-type: none"> Ability to make decisions based on the wider needs of the school.
Relationships	<ul style="list-style-type: none"> Ability to build effective relationships with all members of the school community. Ability and willingness to work independently, collaboratively and supportively within the school, making positive contributions to school evaluation and improvement. Ability to inspire confidence, respect and openness. 	<ul style="list-style-type: none"> Ability to know when and when not to offer support or challenge and when to ask for support for yourself.
Attitude and temperament	<ul style="list-style-type: none"> Enthusiastic, dedicated, sympathetic and approachable with a sense of humour and fun. Positive, resilient, self-aware, loyal, driven and flexible. Commitment to the promotion of wellbeing. Ability to stay calm in the face of difficulties and take a problem solving, solution based approach to move forward. Positive attitude to teaching and leadership roles and all aspects of school life. Ability to translate care and concern for children into practical actions that make the pupils feel safe and enable them to be successful. Proactive in areas of responsibility and an awareness of whole school issues. A commitment to school improvement and developing own professional skills. Ability to use and understand discretion, confidentiality and professionalism as a leader and role model. Ability to learn from mistakes and take advice. 	