

New Heights School

Person Specification – Deputy Headteacher – Key Stage 3

Qualifications

Essential

- Qualified Teacher Status
- Degree or equivalent

Desirable

- Relevant leadership qualification (e.g. NPQH/NPQSL or equivalent)

Experience

Essential

- Significant leadership experience in a school or specialist setting, including responsibility for leading staff and improving practice
- Experience of line managing and developing staff, including leaders
- Experience of successfully leading provision or practice for pupils with complex social, emotional and behavioural needs
- Experience of securing consistent practice across teams, particularly in behaviour management and expectations
- Experience of improving behaviour, culture and engagement across a team
- Experience of leading or contributing to school improvement
- Experience of working in a fast-paced or high-challenge environment, maintaining clarity and consistency under pressure

Desirable

- Experience of line managing senior leaders and holding them to account for performance
- Experience of leading a key stage or site
- Experience of working with multi-agency teams

Skills and Knowledge

Essential

- Strong understanding of behaviour, safeguarding and inclusion in practice
- Ability to establish and maintain consistency of practice across teams
- Ability to lead staff with clarity, consistency and credibility
- Ability to hold others to account for performance in a professional and constructive manner
- Ability to improve the quality of teaching through coaching and support
- Ability to use data and evidence to inform decision-making
- Ability to make clear, confident decisions in complex and dynamic situations
- Excellent communication and interpersonal skills
- Ability to build effective working relationships across a team

Desirable

- Understanding of curriculum development in specialist or alternative settings
- Experience of leading whole-school or systems (e.g. behaviour, assessment, timetabling)

Personal Qualities

Essential

- Calm, resilient and emotionally intelligent
- High expectations combined with a relational approach
- Ability to remain consistent and decisive under pressure
- Determined and consistent in maintaining high standards
- Courage to challenge poor practice and maintain high standards
- Strong moral purpose and commitment to improving outcomes for vulnerable pupils
- Confidence to challenge and support colleagues appropriately
- Professional integrity and commitment to safeguarding