



## Personal Specification

### Deputy Headteacher

January 2021

Essential	Desirable
<b>Qualifications</b> <ul style="list-style-type: none"> <li>- Qualified teacher status</li> <li>- Evidence of continued professional development relevant to this role.</li> </ul>	<ul style="list-style-type: none"> <li>- Award bearing training relevant to teaching (e.g. Masters degree, Maths Specialist, SLE)</li> <li>- NPQML or NPQSL</li> </ul>
<b>Experience</b> <ul style="list-style-type: none"> <li>- Proven successful practice in a primary classroom</li> <li>- Relevant and recent experience in teaching across the whole primary phase</li> <li>- Working in partnership with the wider community and stakeholders, including Governors</li> <li>- Leadership of a core whole school improvement area</li> <li>- Monitoring the quality of teaching and learning across the school</li> <li>- Coaching and mentoring of staff to support them in improving practice</li> <li>- Planning and delivery of strategic improvement focused on analysis of school needs</li> </ul>	<ul style="list-style-type: none"> <li>- Impact of engagement with research of current educational issues</li> <li>- Performance management of professionals, including holding them to account</li> </ul>
<b>Knowledge and understanding</b> <ul style="list-style-type: none"> <li>- Evidenced commitment to safeguarding with recent training.</li> <li>- Up to date knowledge of the primary curriculum and knowledge progression.</li> <li>- Effective strategies for providing pupils with meaningful feedback.</li> <li>- Secure understanding of high quality teaching and learning, including relevant and up-to-date research in this area</li> <li>- Analysis of school data to identify priority areas for improvement</li> </ul>	<ul style="list-style-type: none"> <li>- Level 3 safeguarding training</li> <li>- Delivering a curriculum rooted in the community</li> <li>- Lesson research models that improve the quality of teaching and learning</li> </ul>

<ul style="list-style-type: none"> <li>- Equal opportunities and understanding the needs of pupils (including SEND) to ensure individual success</li> <li>- Managing change positively and with hope and optimism</li> </ul>	
<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- Ability to communicate effectively and concisely to all stakeholders</li> <li>- Plan, monitor and lead on effective professional development for all staff</li> <li>- Excellent organisation skills, the ability to initiate new ideas, work effectively under pressure, prioritise appropriately and meet deadlines</li> <li>- Establishing and maintaining positive relationships with all stakeholders</li> <li>- Manage behaviour with a secure understanding of the SEMH needs of pupils</li> <li>- Supportive of the school's vision for education</li> </ul>	<ul style="list-style-type: none"> <li>- Proven record of delegating, supporting and managing the work of others</li> <li>- Engaging community links which benefit our pupils and their lives</li> </ul>
<p><b>Personal characteristics</b></p> <ul style="list-style-type: none"> <li>- Effective working as part of a team, whilst working on own initiative and making decisions.</li> <li>- Drive and enthusiasm for high quality teaching and learning</li> <li>- Insistence on high standards for yourself and your pupils</li> <li>- Excellent communication skills with a variety of audiences.</li> <li>- Empathetic and understanding of the social/emotional needs of pupils.</li> <li>- Caring, kind and patient.</li> </ul>	<ul style="list-style-type: none"> <li>- A willingness to learn and develop further as a leader</li> </ul>