

Person Specification

Deputy Headteacher

The specific qualifications, experience, skills and values that are required for the role are outlined below. You should demonstrate your ability to meet these requirements by providing clear and concise examples on the application form. Each criteria is marked with whether it is an essential or desirable requirement.

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Measured by: Application form and/or recruitment day tasks and interview

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# Person specification

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| Area | Criteria | Essential | Desirable |
| Qualifications | Qualified Teacher Status | Check Mark - PNG All |  |
| A degree level qualification | Check Mark - PNG All |  |
|  |  |  |  |
| Skills | Ability to communicate effectively with children, parents, staff and other professionals | Check Mark - PNG All |  |
| Good organisation, time management and planning skills | Check Mark - PNG All |  |
| Ability to use tools within Microsoft office, such as: word, powerpoint, publisher | Check Mark - PNG All |  |
| Ability to produce detailed reports | Check Mark - PNG All |  |
| Ability to interpret data and use data to inform reports | Check Mark - PNG All |  |
| A professional and confidential approach to work | Check Mark - PNG All |  |
| A skilled teacher with whom children make very good progress | Check Mark - PNG All |  |
| Able to find creative and imaginative solutions to problems | Check Mark - PNG All |  |
|  |  |  |  |
| Knowledge | Knowledge and understanding of the factors that can lead to children requiring additional support to access learning | Check Mark - PNG All |  |
| Knowledge and understanding of the impact of trauma and adverse childhood experiences on children |  | Check Mark - PNG All |
| Knowledge and understanding of the principles of safeguarding | Check Mark - PNG All |  |
| Knowledge and understanding of the national curriculum | Check Mark - PNG All |  |
| Knowledge and understanding of assessment strategies and systems | Check Mark - PNG All |  |
| Knowledge and understanding of high quality teaching, the ability to model this for others and of how to support others to improve | Check Mark - PNG All |  |
|  |  |  |  |
| Experience | Teaching within EYFS, KS1 and KS2 |  | Check Mark - PNG All |
| Leadership at Assistant Head or Phase Level | Check Mark - PNG All |  |
| Involvement in school self-evaluation and development/improvement planning |  | Check Mark - PNG All |
| Teaching in year groups where there is statutory assessment |  | Check Mark - PNG All |
| Line management of staff | Check Mark - PNG All |  |
| Leadership of a whole school area eg. Assessment, SEN |  | Check Mark - PNG All |
| Leadership of a core subject |  | Check Mark - PNG All |
|  |  |  |  |
| Behavioural and other characteristics required | An enthusiasm for working with children | Check Mark - PNG All |  |
| To have a positive, pro-active and caring approach to work and working with others | Check Mark - PNG All |  |
| A willingness to be involved in the wider life of the school community | Check Mark - PNG All |  |
| Willingness to actively participate in training and development activities to ensure up to date knowledge, skills and professional development | Check Mark - PNG All |  |
| A commitment to promoting the ethos and values of our school | Check Mark - PNG All |  |
| Be able to work under pressure and prioritise effectively | Check Mark - PNG All |  |
| Ability to understand and observe the schools and Leeds City Council’s Health and Safety, Safeguarding and Child Protection and Equal Opportunities Policies | Check Mark - PNG All |  |
| A commitment to safeguarding and equality, ensuring that personal beliefs are not expressed in ways that exploit the role and position held. | Check Mark - PNG All |  |

This job description may be amended at any time in consultation with the postholder.