

Heatherside Junior School - Deputy Headteacher Person Specification

	ESSENTIAL	DESIRABLE
Professional Qualifications	<ul style="list-style-type: none"> • Qualified teacher (BEd, PGCE, Cert Ed) • Evidence of recent, successful professional development in leadership • Minimum of 5 years recent, successful teaching experience in primary education 	<ul style="list-style-type: none"> • Undertaken/undertaking NPQH or other NPQs
Teaching and Learning	<ul style="list-style-type: none"> • Successful experience of teaching at KS2 • Proven quality of teaching that has secured excellent outcomes for children • Expects, and is able to model, high standards • Excellent and current knowledge of all aspects of the primary curriculum including assessment • Experience of improving the practice of colleagues e.g. through peer observations, mentoring, coaching • Commitment to a rich, creative and diverse educational experience for all children • Values and positively promotes inclusion, maximising the potential of all children to succeed to the best of their ability • Has a clear understanding of how children learn best and is able to accurately evaluate own practice and that of others • Good understanding of effective assessment for learning and pupil target setting/next steps • Ability to use technology effectively to support teaching and learning • Highly effective and empathetic behaviour management, including supporting pupils' wellbeing and social and emotional needs 	<ul style="list-style-type: none"> • Experience of providing highly effective, individual support for pupils with Special Educational Needs • Experience of Key Stage 1
Leadership and Management	<ul style="list-style-type: none"> • Ability to inspire, motivate and support staff and pupils; leading by example • Experience in aspects of managing the performance of others (e.g. ECT mentor, Performance Management Reviewer) • At least two years' proven experience in a leadership and management role e.g. Subject or Year Team Leader which has successfully raised standards • Evidence of initiating and then leading/managing whole school changes in policies or practice • Ability to lead a curriculum area effectively leading to positive outcomes for children • Taken a significant role in school improvement • Evidence of developing, implementing and monitoring school policies • Able to quickly form good working relationships with parents and the wider community 	<ul style="list-style-type: none"> • Previous experience of Deputy Headship • Undertaken Safer Recruitment training

Strategic Development	<ul style="list-style-type: none"> • Experience in effectively analysing data, evaluating the performance of pupil groups and identifying next steps/actions • An ability to think creatively and strategically to enable improvement to be achieved • Understanding of the purpose of a school's strategic improvement plan and how staff, governors, pupils and parents contribute to this • Contribute effectively to the work of the Headteacher, Leadership Team and Governing Body; able to take responsibility for key strategic tasks from the Head 	<ul style="list-style-type: none"> • Experience of working with Governors/ Served as a Governor • Has contributed to the SEF and other self evaluation processes
Personal Skills and Attributes	<ul style="list-style-type: none"> • Good sense of humour and a genuine passion for the job • Excellent communication skills at all levels and with all members of the school community • A team player who works happily, successfully and effectively with others • Demonstrates integrity and professionalism that inspires confidence and trust • Pro-active, enthusiastic, aspirational and determined • Able to work on own initiative, seeking solutions and leading change; thinking critically and creatively • Thoughtful, caring and sensitive • Demonstrates a high level of commitment to the school • Embraces and models a Growth Mindset approach • Effective time management and highly efficient organisational skills, including the ability to multi-task and work to deadlines • Believes that confidence, engagement and enjoyment are essential for children's learning and development • A good listener who values the views of others • Willing to ask for, and act upon, advice • Shows the ability to stay calm in a crisis • Is able to manage situations impartially and to take/implement difficult decisions sensitively • A willingness to give of time, including actively supporting school events and functions including those outside the school day 	<ul style="list-style-type: none"> • Have the ambition to progress to Headship

Welfare and safeguarding	<p>Actively demonstrates a commitment to:</p> <ul style="list-style-type: none"> • Ensuring the safeguarding, welfare and child protection of every pupil • Promoting the School's values and ethos • Equality • Relating positively to, and showing respect for, all members of the school and wider community • Securing a safe and secure learning environment 	<ul style="list-style-type: none"> • Trained as a DSL
School Specific Needs	<ul style="list-style-type: none"> • Work with the Headteacher to help maintain and further develop the school's high standards in the quality of teaching and learning at Heatherside • Be able to model teaching and support teachers in their planning and delivery of the curriculum, seeking innovative and exciting approaches to further curriculum development • Promote positive wellbeing and teamwork across the school • Take a lead role in creative curriculum improvements, including the progression of skills within subjects and the development of other staff in subject and curriculum leadership • Possess ambition and be able to take key strategic responsibilities from the Headteacher • Be willing to look for alternative strategies and approaches to help secure improvement; thinking critically and creatively • Be able to challenge, question and propose ideas! • Demonstrate excellent interpersonal skills to help ensure that the schools highly positive reputation and excellent relationships with parents continue to be a real strength of the School. • Have a long-term vision and determination to achieve the very best for the school and for themselves. 	<ul style="list-style-type: none"> • Proven experience in leading whole school curriculum improvement