**Person Specification - Deputy Headteacher September 2022**

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|  | ***Essential (E)******Desirable (D)*** | ***Application (A)******Interview (I)******Reference (R)*** |
| Qualified Teacher Status | E | A |
| Degree | E | A |
| Recent and relevant professional development in preparation for Headship/Deputy Headship | D | A |
| **Leadership and Management Experience:** |  |  |
| Significant, successful experience as a Senior Leader or equivalent in a primary school | E | A |
| Successfully led change which has had a positive significant impact at whole school level. | E |  A/I/R |
| Demonstrated the ability to work strategically and successfully at a senior leadership level.  | E | A/I/R |
| Working successfully with other education partners and providers.Demonstrated the ability to adapt to management skills to different situations and people. | EE | A/I/RI/R |
| **Teaching Experience** |  |  |
| * Demonstrated outstanding, sustained and successful experience as a teacher in a primary context.
 | E | A/R |
| * Experience of teaching primary pupils across at least two different schools.
 | E | A |
| * Experience of teaching pupils across two phases of EYFS/KS1 or KS2
 | D | A |

**B Professional Experience, Knowledge and Understanding**

In relation to the role being applied for applicants should be able to demonstrate appropriate experience, knowledge or understanding of:

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| **Shaping the Future** |  |  |
| * Can demonstrate strategic thinking and planning that builds, communicates and carries forward a coherent and shared vision.
 | E | A/I/R |
| * Experience of developing and sustaining a learning culture, including high expectations and standards of achievement.
* Demonstrates an understanding of current educational initiatives and their impact on primary schools
 | EE | A/I/RA/I |
| **Leading Teaching and Learning** |  |  |
| * Experience of implementing strategies for improving the quality of teaching and learning, including promoting excellence and challenging poor performance.
 | E | A/I/R |
| * Experience of monitoring and evaluating the effectiveness of teaching and learning, including its outcomes in terms of standards and achievement and personal development and well-being.
 | E | A/I/R |
| **Developing Self and Working with Others** |  |  |
| * Understands the significance of interpersonal relationships and strategies for promoting individual and team development.
 | E | I/R |
| * Knows how to promote an open, fair and equitable culture.
* Professional development preparing for a leadership role beyond classroom teaching, such as Deputy Headship or Headship. E.g. Managing People courses, NPQML, Leading change etc.
 | EE | I/RA/I/R |
| * Has a clear understanding of the impact of change and different leadership styles on individuals and organisations.
 | E | I/R |
| **Managing the Organisation** |  |  |
| * Successful experience of the delegation of leadership responsibilities and management tasks as appropriate, and monitoring their implementation
 | E | A/I/R |
| * Understands how to establish and sustain effective organisational structures, systems, policy and practice.
 | E | I/R |
| * Knowledge of and commitment to the implementation of the safeguarding agenda.
 | E | I/R |
| **Securing Accountability** |  |  |
| * Demonstrates a clear understanding of the principles and practice of quality assurance systems, including school review, self- evaluation and performance management, and have experience of these.
 | E | I/R |
| * Shows a practical understanding of how to analyse and use the full range of evidence, including performance and assessment data and Raise Online, to support, monitor, evaluate and improve aspects of the school, including challenging poor performance.
 | E | I/R |
| * Experience of holding individuals, teams and whole school to account for pupil learning outcomes.
 | E | A/I/R |
| **Strengthening Community** |  |  |
| * Understands the importance of listening to, reflecting and acting on community feedback.
 | E | I/R |
| * Experience of strategies that encourage parents and carers to support their children’s learning.
 | E | A/I/R |
| * Experience of building and sustaining effective relationships with parents, carers, other schools and partners and the broader community that enhance the education of pupils.
 | E | A/I/R |

**C Personal Skills and Attributes**

The ability to:

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| * Embed successful change across the school by effectively completing tasks and evaluating outcomes within agreed timescales.
 | E | I/R |
| * Inspire, challenge, motivate and empower teams and individuals to achieve high goals.
* Successful experience of coaching colleagues to help them improve their performance.
 | EE | I/RA/I |
| * Demonstrate personal enthusiasm and commitment to leadership aimed at making a positive difference to children and young people.
 | E | I/R |
| * Demonstrate personal and professional integrity, including modelling values and vision.
 | E | I/R |
| * Prioritise, plan and organise themselves and others.
 | E | I/R |
| * Think analytically and creatively and demonstrate initiative in solving problems.
 | E | I/R |
| * Be aware of their own strengths and areas for development and listen to and reflect constructively and act upon as appropriate, feedback from others.
 | E | I/R |
| * Demonstrate a capacity for sustained hard work with energy and vigour.
 | E | I/R |
| * Demonstrate resilience and optimism.
 | E | I/R |

**D Application Form and Supporting Statement**

The form must be fully completed and legible. The supporting statement should be clear, concise and related to the specific post. CVs will not be considered.

**E Confidential References and Reports**

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| Strong recommendation from all referees, including current employer. | **E** |
| Satisfactory health and attendance record. | **E** |