**Person Specification**

**Post – Deputy Headteacher**

The **Essential Criteria** are the qualifications, experience and skills or knowledge you **MUST SHOW YOU HAVE** to be considered for the job.

The **Desirable Criteria** are used to help decide between candidates who meet **all** the Essential Criteria. The **Assessment** Column shows how the Governors will obtain the necessary information about you. If the Assessment Column says **Application Form** next to the **Essential Criteria** or **Desirable Criteria**, you must include enough information to show **how** you meet these criteria.

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| --- | --- | --- | --- |
| 1. Training and Qualifications
 | Essential | Desirable | Assessment:A – ApplicationI – InterviewR – ReferencesP – PresentationO – ObservationCC – Checking of Certificates |
| Qualified Teacher Status | / |  | A/CC |
| Degree or Equivalent | / |  | A/CC |
| Evidence of commitment to ongoing continuing professional development in middle management/leadership | / |  | A/R |
| 1. Experience of Teaching and School Management
 | Essential | Desirable |  |
| Significant primary teaching experience across all key stages | / |  | A/I/R |
| Experience of effective leadership at a senior leadership level in a good school | / |  | A/I/R |
| Experience of successful implementation of strategies for raising achievement and ensuring effective teaching and assessment across the whole school | / |  | A/I/R |
| Effective and appropriate communication skills | / |  | A/I/R/P |
| Awareness of budget management and financial planning |  | / | A/I |
| 1. Professional Knowledge and Understanding
 | Essential | Desirable |  |
| Knows about: |  |  |  |
| * strategies for raising achievement and achieving excellence
 | / |  | AI/R/P |
| * principles of effective teaching and assessment for learning
 | / |  | A/I/R/P |
| * strategies for ensuring inclusion, diversity and access
 | / |  | A/I |
| * building and sustaining a learning community
 | / |  | A/I |
| * strategies which encourage parents and carers to support their children’s learning
 | / |  | A/I |
| * the wider curriculum beyond school and the opportunities it provides for pupils and the school community
 | / |  | A/I |
| * the use of a range of evidence, including performance data, to support, monitor, evaluate and improve aspects of school life, including challenging poor performance
 | / |  | A/I |
| * the relationship between managing performance, CPD and sustained school improvement
 | / |  | A/I |
| * strategies for developing effective teachers
 | / |  | A/I |
| * models of behaviour and attendance management
 | / |  | A/I |
| * policy creation through consultation and review
 |  | / | A/I |
| * innovative curriculum design and management
 | / |  | A/I |
| * legal issues relating to managing a school including Equal Opportunities, Disability, Human Rights and Employment legislation
 | / |  | A/I |
| * statutory educational frameworks, including governance
 | / |  | A/I |
| 1. Professional skills and qualities
 | Essential | Desirable |  |
| **Can:** |  |  | A/I |
| * develop a strong and professional working partnership with the Headteacher and Senior Leadership Teams
 | / |  | A/I |
| * demonstrate exemplary teaching
 | / |  | A/I/O |
| * develop a school vision of excellence and equity that sets high standards for every pupil and inspire, challenge, motivate and empower others to carry the vision forward
 | / |  | A/I |
| * set and achieve ambitious, challenging goals and targets
 | / |  | A/I |
| * foster effective working relationships in an open, fair, equitable culture as well as managing conflict
 | / |  | A/I |
| * engage the school community in the systematic and rigorous self-evaluation of the work of the school and celebrate excellence as well as holding individuals, teams and whole-school accountable for pupil learning outcomes
 | / |  | A/I/R |
| * build and maintain effective relationships with parents, carers, partners and the community , that enhance the education of all pupils
 | / |  | A/I/R |
| * recognise and take account of the richness and diversity of the school’s communities
 | / |  | A/I |
| * work with other agencies for the well-being of all pupils and their families
 | / |  | A/I |
| * manage the school efficiently and effectively on a day-to-day basis and deputise for the headteacher in her absence
 | / |  | A/I |
| * delegate management tasks and monitor their implementation
 | / |  | A/I |
| * prioritise, plan and organise themselves and others
 | / |  | A/I |
| * make professional, managerial and organisational decisions based on informed judgements
 | / |  | A/I |
| * collect and use a rich set of data to understand the strengths and weaknesses of the school
 | / |  | A/I |
| * combine the outcomes of regular school self-review with external evaluations in order to develop the school
 | / |  | A/I |
| * think creatively to anticipate and solve problems
 | / |  | A/I |
| **Is committed to:** |  |  |  |
| * inclusion and the ability and right of all to be the best they can be
 | / |  | A/I |
| * the entitlement of all pupils to effective teaching and learning
 | / |  | A/I |
| * is committed to the continuing learning of all members of the school community
 | / |  | A/I |
| * choice and flexibility in learning to meet the personalised learning needs of every child
 | / |  | A/I |
| * distributed leadership and management
 | / |  | A/I |
| * the developing and sustaining of a safe, secure and healthy school environment
 | / |  | A/I |
| * the school working effectively and efficiently towards the academic, spiritual, moral, social, emotional and cultural development of all its pupils
 | / |  | A/I |
| * extra-curricular activities
 | / |  | A/I |
| * the development of transformational learning
 | / |  | A/I |
| * the development of good early years practice
 | / |  | A/I |
| * the development of leadership qualities in themselves and others
 | / |  | A/I |
| Confidential References and Reports | Essential | Desirable |  |
| A positive recommendation from current employer (Chair of Governors) | / |  |  |

*Only written references and reports, which should confirm support for the relevant professional and personal knowledge, skills and abilities referred to above.*

*If written references are not received for the successful candidate, it is recommended that no appointment is made until satisfactory references are received.*