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|  | **ARCHBISHOP TENISON’S** **CHURCH OF ENGLAND HIGH SCHOOL****APPOINTMENT OF DEPUTY HEADTEACHER** |  |

**Outline of Key Abilities:** Qualifications are evidenced from the application form. The Personal Statement should demonstrate the extent to which you meet each of the selection criteria. Candidates shortlisted for interview are required to demonstrate their ability to meet the criteria in this Person Specification during the selection process.

**Key Person Specification:**

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| **Person Specification:** | **E**: Essential **D**: Desirable  |
| **Demonstrated in one or more of the following:** | **A**: Application Form **R**: References **I**: Interview/selection process |

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| **Education and training** | **Essential** |
| Qualified teacher status |
| Clear evidence of commitment to professional development |
| Evidence of leadership development, possibly aspiring to Headship |
| **Desirable** |
| Strong academic credentials |
| **Christian commitment** | **Essential** |
| Secure personal understanding of the calling and purpose of a church schoolAbility to articulate and demonstrate its Christian educational vision in practiceCommitted to working out the significance of Christian faith, hope and love for the leadership and life of the wider school community |
| **Desirable** |
| A personally committed Christian and member of a local church community |
|  | **Essential** |
| An outstanding classroom teacher |
| Excellent teaching of subject to A-level  |
| Experience of working in an 11-18 school and of Sixth-Form teaching  |
| A strong track record in secondary school leadership, at a senior level, of setting and achieving high standards of staff and pupil performance |
| Successful involvement in whole school strategic thinking and leadership of imaginative improvements to the curriculum, teaching and learning  |
| Strong experience of managing people and developing their abilities and potential; is well practised at resolving issues with imagination, practical insight and skill |
| A coherent understanding of the purpose of the curriculum, of how a school best provides in a blended way for its pupils, including those with SEND and EAL, and who are Disadvantaged  |
| A perceptive awareness of educational developments and the school’s needs |
| Has had oversight of part of the curriculum and been actively involved in school self-review |
| Known as someone who leads by example, builds strong teams, motivates people and takes responsibility, when necessary |
| Proven commitment to positive discipline and behaviour management and to pupil and staff well-being within a school community |
| Positive experience of building relationships with parents and the community |
| Provides effective support to parents and carers over time in different contexts |
| Inspires the confidence of staff, governors and parents in leading CPD and implementing change; is sufficiently well informed of educational developments to respond to them carefully  |
| Ability to work effectively with the Governing Body, as required, including active preparation for OFSTED and SIAMS inspections, for example |
| **Desirable** |
| Experience of work in a church school |
| Experience in a multi-cultural setting |
| Evidence of being able to adapt and adjust to continually changing environments |
|  | Range of leadership responsibilities covering academic and pastoral areas  |
| Experience of using school timetable software |
| **Knowledge and skills**  | **Essential** |
| Personal and professional ability to lead committed staff of a high calibre |
| Confident leadership of pupils in a school with strong traditions and high expectations |
| Ability to articulate a vision to inspire others  |
| Strong leadership and management skills; gets the best out of people in each situation |
| Understands and models high quality teaching, blended and independent learning  |
| Values intellectual rigour, practical skills and human understanding in a Christian community |
| Has a high level of resilience and determination and capacity for hard work |
| High level analytical skills include the capacity to identify, think about and solve problems effectively with imagination and insight and confident use of baseline and progress data |
| Ability to plan, prioritise and manage a varied workload |
| A strong team member and leader, who knows how to work well together with others |
| A reflective practitioner, seeing “next step” solutions and not problems |
|  | **Desirable** |
| Budgetary control and financial management  |
| Interest in use of technology to improve quality of (remote) learning and easier administration  |
| Additional Child Protection knowledge and training beyond mandatory level  |
| Can successfully manage and resolve conflict between individuals |
| **Personal attributes**  | **Essential** |
| Demonstrable commitment to the safeguarding of pupils and child protection  |
| Demonstrable commitment to equal opportunities  |
| Recognizes the importance of personal responsibility for health and safety |
| Commitment to the Christian ethos and educational aims of this school community  |
| Enthusiasm, energy and a positive and flexible approach |
| Ability to engage and motivate young people |
| An excellent communicator who listens effectively and negotiates well with different audiences |
| Understands the importance of staff and pupil welfare in its full sense |
| Confident, pro-active, practical and “can-do” approach to tackle issues as they arise |
| Able to maintain confidentiality |
|  | **Desirable** |
| Readiness to engage whole-heartedly in the extracurricular and wider life of the school |
| Understanding of issues facing students and parents in the current circumstances |