



Red Hill CE Primary School Deputy Headteacher Person Specification

	Essential	Desirable
Qualifications and Professional Development	<ul style="list-style-type: none"> • Qualified Teacher Status supported by degree/relevant qualification • Evidence of continued professional development • Recent Safeguarding training • An enhanced DBS and barred list check • Relevant professional qualifications • Experience of leadership role in a Primary/First school setting 	<ul style="list-style-type: none"> • Relevant professional/leadership qualifications eg NPQ • Leadership experience in more than one setting
Leadership and Management	<ul style="list-style-type: none"> • Successful experience of leadership at senior or middle leadership level within a school. • Ability to line manage and support phase leaders, holding them to account while developing leadership capacity. • Ability to contribute effectively to strategic planning and whole-school improvement. • Experience of working collaboratively with governors, including acting as a link between staff and governors. • Willingness and ability to attend and contribute to meetings of the Full Governing Body and relevant committees, including Teaching & Learning. 	<ul style="list-style-type: none"> • Experience of successful OFSTED & SIAMS inspections • Experience of working in a church or faith-based school. • Experience of leading whole-school initiatives with measurable impact. • Experience of working on a Governing Body • Experience of holding return to work meetings with staff following any period of absence. • Experience of holding induction meetings for new staff and volunteers. • Experience of planning and leading regular acts of worship

	<ul style="list-style-type: none"> • Experience of leading and managing a phase of the school • Proven experience of line managing staff, including phase leaders, with the ability to support, challenge and develop others. • Commitment to the Christian ethos and values of a church school and the ability to promote these in daily practice. • Have experience of leading attendance, assessment and Pupil Premium Strategy. 	
Teaching and Learning	<ul style="list-style-type: none"> • Outstanding classroom practitioner with a strong understanding of high-quality teaching and learning. • Experience of monitoring, evaluating and improving the quality of teaching through observations, coaching and professional dialogue. • Ability to lead and contribute to the development of curriculum design and pedagogy. • Ability to plan and implement staff meetings in line with the SDP • Ability to construct and lead on timetables & knowledge of timing requirements for subjects across each Key Stage. 	<ul style="list-style-type: none"> • Evidence of successful implementation of strategies to improve teaching and learning to raise the standards of achievement for all pupils
Assessment, Data and Standards	<ul style="list-style-type: none"> • Strong understanding of assessment systems and the effective use of data to raise 	<ul style="list-style-type: none"> • Experience of using the Arbor system

	<p>standards and improve pupil outcomes.</p> <ul style="list-style-type: none"> • Experience of analysing and presenting data to inform strategic decision-making and school improvement priorities. • Ability to support staff in using assessment information effectively to meet pupils' needs. 	
Inclusion, Attendance and Pupil Premium Strategy	<ul style="list-style-type: none"> • Experience of leading or contributing to an effective Pupil Premium strategy, with a focus on impact, evaluation and closing gaps in attainment. • Commitment to inclusive practice and improving outcomes for vulnerable and disadvantaged pupils. • Experience of monitoring and improving attendance, working closely with families, staff and external agencies. 	<ul style="list-style-type: none"> • Understanding of how inclusive practice and social justice reflect the school's Christian vision, in line with SIAMS.
Safeguarding and Pastoral Care	<ul style="list-style-type: none"> • Up-to-date knowledge and practical experience of safeguarding and child protection procedures. • Experience of acting as a Designated or Deputy Designated Safeguarding Lead, or willingness to undertake the required training. • Commitment to ensuring the safety, wellbeing and pastoral care of all pupils 	<ul style="list-style-type: none"> • Working alongside a Family Support Worker/Inclusion & Pastoral Team • Experience of referral system & escalation process • Experience of using CPOMS • Experience of carrying out 'safe & well visits' • Experience of generating reports from the CPOMS system
Staff Development and Mentoring	<ul style="list-style-type: none"> • Experience of mentoring and supporting Early Career Teachers (ECTs), including 	<ul style="list-style-type: none"> • Experience of creating, reviewing and evaluating monitoring

	<p>induction, coaching and professional development.</p> <ul style="list-style-type: none"> • Ability to model and promote reflective practice and a culture of continuous improvement. • Ability to monitor the quality of teaching and learning across the school 	cycles in line with the SDP
Personal Qualities	<ul style="list-style-type: none"> • Strong interpersonal and communication skills, with the ability to build positive relationships with pupils, staff, parents, governors and the wider community. • Resilient, organised and able to manage competing priorities effectively. • Demonstrates integrity, vision and a commitment to high standards. • Enthusiastic, approachable and able to inspire confidence and trust. • Have high expectations of self and others 	