



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 qualificationEvidence of continued professional developmentRecent Safeguarding trainingAn enhanced DBS and barred list checkRelevant professional qualificationsExperience of leadership role in a Primary/First school setting	<ul style="list-style-type: none">Relevant professional/leadership qualifications eg NPQLeadership 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 inspectionsExperience of working in a church or faith-based school.Experience of leading whole-school initiatives with measurable impact.Experience of working on a Governing BodyExperience 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 	<p>cycles in line with the SDP</p>
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 	