



DEPUTY HEADTEACHER PERSON SPECIFICATION

Note: Candidates failing to meet any of the essential criteria will automatically be excluded

[A] Qualifications, Experience and Professional Development

	Essential (E) Desirable (D)	Application (A) Interview (I) Reference (R)
<ul style="list-style-type: none"> Qualified Teacher Status 	E	A
<ul style="list-style-type: none"> Degree 	E	A
<ul style="list-style-type: none"> Meets the requirements of the National Professional Qualification for Headship 	D	A
<ul style="list-style-type: none"> Professional Development in preparation for Deputy Headship 	E	A
Leadership and management experience: <ul style="list-style-type: none"> Experience as a Deputy or Assistant Headteacher or equivalent Successfully led, planned, managed and evaluated change which has had a significant impact at whole school level. Demonstrated the ability to work strategically and successfully at asenior leadership level. Working successfully with other education partners and providers. 	D E E D	A A/I/R A/I/R A/I/R
Teaching Experience <ul style="list-style-type: none"> Demonstrated outstanding, sustained, and successful experience as a teacher in a secondary context. Substantial experience of teaching students at Key Stage 3 & 4. 	E E	A/R 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...

Shaping the Future <ul style="list-style-type: none"> Can demonstrate strategic thinking and planning that builds, communicates and carries forward a coherent and shared vision. Experience of developing and sustaining a learning culture that has inclusion at its core, including high expectations and standards of achievement. 	E	A/I/R
	E	A/I/R

Leading Pastoral Care <ul style="list-style-type: none"> Experience of having implemented a successful attendance or behaviour management policy Experience of leading effective staff development on attendance or behaviour management 	E	A/I/R
	E	A/I/R

Developing Self and Working with Others <ul style="list-style-type: none"> Understands the significance of interpersonal relationships and strategies for promoting individual and team development. Knows how to promote an open, fair and equitable culture. Has a clear understanding of the impact of change and different leadership styles on individuals and organisations. 	E	I/R
	E	I/R
	E	I/R

Managing the organisation <ul style="list-style-type: none"> Successful experience of delegating leadership responsibilities and management tasks as appropriate, and monitoring their implementation. Understands how to establish and sustain effective organisational structures, systems, policy and practice. Knowledge of and commitment to the implementation of the safeguarding agenda. 	E	A/I/R
	E	I/R
	E	I/R

Securing Accountability <ul style="list-style-type: none"> 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. Shows a practical understanding of how to analyse and use the full range of evidence, including performance data and external evaluations, to support, monitor, evaluate and improve aspects of the school, including challenging poor performance. Experience of holding individuals, teams and whole school to account for student learning outcomes. 	E	I/R
	E	I/R
	E	A/I/R

Strengthening Community <ul style="list-style-type: none"> Understands the importance of listening to, reflecting on and acting on community feedback. Experience of strategies that encourage parents and carers to support their children's education. Experience of building and sustaining effective relationships with parents, carers, other schools and partners and the broader community that enhance the education of students. 	E D D	I/R A/I/R A/I/R
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[C] Personal Skills and Attributes

The ability to...

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 challenging performance targets	E	I/R
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