

Personal Specification – Deputy Headteacher

Attributes	Essential	Desirable	How identified
1. Qualifications	<ul style="list-style-type: none"> <li>• QTS, Degree</li> </ul>	<ul style="list-style-type: none"> <li>• Masters Degree/NPQH/Other leadership training</li> </ul>	Application form
2. Experience	<ul style="list-style-type: none"> <li>• Clear evidence of outstanding teaching over time</li> <li>• Successful senior leadership as an Assistant Headteacher</li> <li>• Successful leadership of change in a school setting</li> <li>• Involvement in school self-evaluation and improvement planning</li> <li>• Line management of staff</li> <li>• Holding staff accountable for outcomes</li> <li>• Experience of safeguarding students</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of interviewing and recruiting staff</li> <li>• Experience of working with multi agencies</li> <li>• Experience of managing budgets at a whole school level</li> <li>• Experience of CPD in schools.</li> <li>• Experience of timetabling</li> <li>• Experience of target setting</li> <li>• Experience of working with Governors</li> <li>• Experience of working in an ethnically diverse school</li> </ul>	Application form  Supporting letter  Selection process  References
3. Skills and knowledge	<ul style="list-style-type: none"> <li>• A clear understanding of how to drive school improvement</li> <li>• An ability to use student performance data to identify trends and patterns, and to direct interventions</li> <li>• A strong understanding of how accurate and robust assessment can improve student performance</li> <li>• A clear understanding of what makes an effective curriculum</li> <li>• A strong understanding of what makes highly effective teaching, and the ability to model this for others</li> <li>• The ability to communicate effectively</li> <li>• An understanding of strategies to reduce staff workload</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding of school finances and financial management</li> <li>• National and international research on improving achievement</li> <li>• Knowledge of primary to secondary transition</li> <li>• Knowledge of strategies to support disadvantaged students</li> <li>• Knowledge of the local community to the school</li> </ul>	Supporting letter  Selection process
4. Personal qualities	<ul style="list-style-type: none"> <li>• A passion to make a difference to young people's lives through education</li> <li>• Ability to work under pressure and prioritise effectively</li> <li>• Ability to build effective working relationships</li> <li>• Enthusiastic, resilient &amp; solution focused</li> <li>• An effective team member, who works well with other people</li> <li>• An ability to build effective teams and motivate others</li> <li>• To like young people and to be liked by them</li> <li>• Ability to commit to long hours and occasional weekends</li> <li>• A commitment to safeguarding and equality</li> <li>• Confident using modern technologies</li> <li>• Sense of humour</li> </ul>	<ul style="list-style-type: none"> <li>• Aspiration for Headship</li> </ul>	Supporting letter  Selection process  References
5. Other	<ul style="list-style-type: none"> <li>• Application form completed in full</li> <li>• Letter of application (max 3 sides A4, font 11)</li> <li>• Commitment to the protection and safeguarding of children and young people</li> <li>• Enhanced DBS disclosure</li> <li>• Satisfactory health check</li> </ul>		Application  School checks

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