St Gabriel’s C of E Primary School

**This person specification is related to the requirements of the post as determined by the job description.**

**DEPUTY HEADTEACHER PERSON SPECIFICATION**

You are asked to focus upon demonstrating the extent to which you meet each of the selection criteria when writing your personal statement which you will find on the last page of the application form. Candidates who are shortlisted for interview will also be required to demonstrate their ability to meet the remaining criteria outlined on this Person Specification during the selection process.

**KEY**  **E (Essential) D (Desirable) A (Application Form) I (Interview)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Qualifications** | **E** | **D** | **A** | **I** |
| 1 | Qualified Teacher Status | √ |  | √ |  |
| 2 | National Award for SENCO |  | √ | √ |  |
|  | **Experience** | **E** | **D** | **A** | **I** |
| 3 | Degree or equivalent | √ |  | √ |  |
| 4 | Experience of being a successful Senior Leader in a Primary School | √ |  | √ | √ |
| 5 | Experience of teaching across the primary age range | √ |  | √ |  |
|  | Evidence of leading a wide range of professional development which | √ |  | √ |  |
| 6 | has had an impact on standards |  |  |  |  |
|  | Evidence of school development, planning and implementing the | √ |  | √ |  |
| 7 | vision to take the school forward |  |  |  |  |
| 8 | Evidence of successful leadership and management through monitoring | √ |  | √ | √ |
|  | and evaluation strategies to raise the standards of the quality of teaching and |  |  |  |  |
|  | learning and children’s outcomes |  |  |  |  |
| 9 | Experience of effective provision for LAC pupils | √ |  | √ | √ |
|  | **Professional knowledge and understanding, skills and attributes** | **E** | **D** | **A** | **I** |
| 10 | A clear and thorough understanding of the characteristics of an effective school | √ |  | √ | √ |
| 11 | Knowledge of the curriculum for EYFS, Key Stage 1 and 2 and the ability to provide | √ |  | √ | √ |
|  | feedback in order to improve teaching in all Key Stages |  |  |  |  |
| 12 | The capacity to monitor and evaluate the quality of teaching and standard of pupils' | √ |  | √ | √ |
|  | achievement, and use benchmarks to set targets for improvement |  |  |  |  |
| 13 | The ability to lead teams efficiently and effectively use skills of motivation, delegation | √ |  | √ | √ |
|  | and time management |  |  |  |  |
| 14 | The ability to implement change and plan strategically | √ |  | √ | √ |
| 15 | The ability to contribute effectively to the development of whole school policies, including | √ |  | √ |  |
|  | evidence of involvement in whole school development |  |  |  |  |
| 16 | The ability to lead on the analysis, understanding and interpretation of data, including the use | √ |  | √ | √ |
|  | of benchmark information |  |  |  |  |
| 17 | To be able to judge when to make a decision, when to consult and when to defer to the | √ |  | √ | √ |
|  | Headteacher as well as the capacity to deputise for the Headteacher |  |  |  |  |
| 18 | The ability to prioritise own time, work under pressure and to set and meet deadlines with a | √ |  | √ |  |
|  | sense of balance and perspective |  |  |  |  |
| 19 | Effective administration and organisation skills | √ |  | √ |  |
| 20 | An excellent knowledge of ICT for teaching and administration | √ |  | √ |  |
| 21 | An understanding of the implications of equal opportunities and a thorough knowledge of | √ |  | √ |  |
|  | best practice and procedures for safeguarding children |  |  |  |  |
| 22 | Clear knowledge, experience and understanding of effective provision for pupils with SEND | √ |  | √ | √ |
| 23 | An understanding of appropriate strategies for managing pupils' behaviour | √ |  | √ | √ |
|  | **Personal skills and attributes** | **E** | **D** | **A** | **I** |
| 24 | Leadership skills – leading and managing people to work towards common goals | √ |  | √ | √ |
| 25 | Decision making skills – the ability to investigate, solve problems and make decisions | √ |  | √ | √ |
| 26 | Personal impact, self-confidence and presence | √ |  | √ | √ |
| 27 | High expectations of self and others | √ |  | √ | √ |
| 28 | An enthusiasm for and commitment to the involvement with pupils, parents, staff and Governors | √ |  |  |  |
| 29 | Reliability and integrity | √ |  | √ |  |