

Person Specification - Deputy Headteacher Student Well Being

	Essential	Desirable
Qualifications		
• Qualified teacher status	√	
• Recognised Degree or equivalent	√	
• Higher or further academic qualifications eg Masters Degree		√
• Accredited leadership training eg NPQSL or NPQH		√
• Additional qualifications and training relevant to this role		√
• Up to date safeguarding training	√	
• Up to date safer recruitment training		√

Experience		
• Experience of Senior Leadership	√	
• Evidence of good / outstanding teaching and achieving strong outcomes	√	
• Experience of supporting student well being	√	
• Experiencing of working with safeguarding leads	√	
• Experience of wider Safeguarding matters at a higher level including attendance	√	
• Experience of working in a high performing school		√
• Experience of leading and appraising staff	√	
• Experience of working in more than one school	√	
• Experience of leading on school improvement which has had a positive impact	√	
• Experience of school self-evaluation and assuring quality of performance across the school	√	
• Evidence of commitment to self improvement as a professional	√	
• Successful leadership of a curriculum or pastoral area	√	
• Experience of whole school marketing		√
• Experience of multi-agency working	√	
• Effective use of assessment data management systems to improve standards	√	

Professional knowledge, understanding and skills	Essential	Desirable
• The ability to manage change effectively and plan strategically	√	
• The ability to coach teachers and leaders to improve classroom performance	√	
• The ability to challenge individuals and teams to improve performance	√	
• An effective understanding of the use of data analysis, benchmarking and target setting information to improve outcomes and the ability to communicate this to others	√	
• The ability to be able to communicate effectively in a range of situations and be able to adapt style and approach where necessary	√	
• The ability to motivate others	√	

Professional knowledge, understanding and skills	Essential	Desirable
• An evidence-based understanding of the leadership of whole school initiatives resulting in school improvement:	√	
◆ school improvement planning and evaluation;	√	
◆ raising standards of attainment	√	
◆ strategic policy development and implementation	√	
◆ effective team leadership	√	
◆ monitoring and evaluation	√	
• The ability to analyse situations and solve problems	√	
• The ability to develop the leadership skills of others	√	
• A thorough knowledge and understanding of current 11-18 educational issues / challenges facing schools, including national policies, priorities and legislation		√
• Familiarity with the new Ofsted framework and the implications for school leaders	√	
• A good understanding of whole school financial management and accountability		√

Personal attributes	Essential	Desirable
Candidates should be able to show that they have:		
• Credibility and presence	√	
• Integrity and an approach underpinned by strong, moral values	√	
• High levels of commitment, enthusiasm and motivation	√	
• A genuine passion and belief in the potential of every student	√	
• Ability to build on current good practice whilst moving the school forward with vision and vigour	√	
• A solution focused approach	√	
• Have high expectations of pupils, staff and leadership team	√	
• Authority and ability to inspire confidence in staff, students and parents	√	
• Excellent listening skills and a high level of emotional intelligence	√	
• Ability to deal sensitively with staff and resolve conflicts	√	
• Ability to work under pressure and respond appropriately to situations. To show stamina, resilience and tenacity.	√	
• Flexibility and the ability to handle the unexpected	√	
• To have a good sense of humour and a positive approach	√	
• Capacity to be reflective	√	
• A calm, supporting and approachable manner	√	
• Strong organisational skills	√	
• Excellent communication skills through a range of mediums	√	
• Ability to communicate with a range of stakeholders	√	
• Evidence of commitment of promoting the health, welfare and safeguarding of children	√	
• Evidence of promoting, implementing and monitoring equal opportunities across the full range of protected characteristics	√	
• An understanding of child protection procedures and commitment to promoting and safeguarding the welfare of students	√	