

West Hampstead Primary School

Person Specification

Job Title: Deputy Headteacher (Teaching & Learning)

<p>Qualifications, Training and experience</p>	<ul style="list-style-type: none"> • Degree and Qualified Teacher Status (QTS) • Evidence of sustained and relevant continuing professional development, particularly in inclusion, SEND, and leadership • Proven successful experience of teaching across the primary phase, with evidence of impact on pupil progress and attainment • Experience of leading or contributing to whole-school improvement, especially in raising outcomes for disadvantaged pupils.
<p>Professional Knowledge and Understanding</p>	<ul style="list-style-type: none"> • Deep understanding of how to secure high outcomes for all pupils through high-quality teaching and curriculum design • Strong knowledge of the barriers faced by disadvantaged pupils and evidence-informed strategies to overcome them • Expertise in closing attainment gaps while maintaining high standards across the whole school • Secure understanding of assessment and data, using this to drive improvement for all groups of learners • Knowledge of effective pupil premium spending and impact evaluation • Clear understanding of inclusive teaching, including how to meet the needs of pupils with SEND within a high-quality classroom offer • Up-to-date knowledge of safeguarding and commitment to protecting vulnerable pupils • Understanding of Equality, Diversity and Inclusion in promoting fairness and excellence
<p>Professional Skills and Abilities</p>	<p>Leadership & Impact</p> <ul style="list-style-type: none"> • Ability to lead strategies that raise outcomes across the school, with a particular focus on disadvantaged pupils • Proven impact in improving attainment and progress for all pupils while narrowing gaps • Skilled in developing staff practice to secure consistently strong teaching • Ability to challenge, support and hold others to account effectively <p>Quality of Education</p> <ul style="list-style-type: none"> • An excellent classroom practitioner who models high expectations and inclusive practice • Ability to ensure all pupils, particularly the disadvantaged, access and succeed in a broad, ambitious curriculum <p>Data & Strategy</p> <ul style="list-style-type: none"> • Highly effective in analysing and interpreting data to improve outcomes for all pupils

	<ul style="list-style-type: none"> • Ability to evaluate and refine pupil premium strategy to maximise impact <p>Inclusion</p> <ul style="list-style-type: none"> • Strong understanding of adaptive teaching and inclusive classroom practice • Ability to ensure pupils with SEND are effectively supported within high-quality teaching <p>Partnership & Community</p> <ol style="list-style-type: none"> 1. Ability to build strong relationships with families and the wider community, particularly those facing disadvantage 2. Skilled in removing barriers to engagement and attendance
<ul style="list-style-type: none"> • Personal Qualities 	<ul style="list-style-type: none"> • A strong commitment to raising outcomes for all pupils, with an unwavering focus on disadvantaged children • High expectations and belief that every child can succeed • A values-driven leader committed to equity, inclusion, and social justice • Resilient, determined, and focused on achieving sustained improvement • Able to inspire, motivate and unite staff around a shared vision of excellence • Reflective, emotionally intelligent, and solution-focused • Committed to continuous professional development