**PERSON SPECIFICATION - Deputy Head Teaching Excellence**

*Source: A = Application form C = Certificates I = Interview R = References*

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|  | **Essential** | **Desirable** | **Source** |
| **Qualifications** |
| Qualified Teacher Status | ■ |  | A, C |
| Degree | ■ |  | A, C |
| Further Professional Qualifications |  | ■ | A, C |
| **Professional Development** |
| Evidence of appropriate professional development for the role of Deputy Headteacher | ■ |  | A, I |
| Evidence of recent leadership and management professional development | ■ |  | A, I |
| Has successfully undertaken appropriate Child Protection and Safeguarding training | ■ |  | A, C |
| To be an aspiring Headteacher |  | ■ | A,I |
| **School Leadership and Management Experience** |
| Have substantial and current experience as a senior leader in a secondary school | ■ |  | A, I |
| Have had active and effective leadership of a team/department/key stage/curriculum area | ■ |  | A, I |
| Able to demonstrate successful/effective leadership in a school in a similar community/facing similar challenges |  | ■ | A, I |
| Have taken an active involvement in school self-evaluation and development planning | ■ |  | A, I |
| Have implemented and developed a whole school initiative | ■ |  | A, I |
| Had responsibility for policy development and implementation |  | ■ | A, I |
| Experience of and the ability to contribute to staff development across the secondary range (e.g. coaching, mentoring, CPD for staff) | ■ |  | A, I |
| Experience of financial planning and budget management |  | ■ | A, I |
| Experience of working within a wider network |  | ■ | A |
| **Experience and knowledge of teaching** |
| Experience of teaching in more than one school |  | ■ | A |
| Experience of teaching in a similar school in similar circumstances/serving a similar community | ■ |  | A, I |
| Significant teaching experience within the secondary phase | ■ |  | A |
| Knowledge and understanding of KS3 and KS4 | ■ |  | A, I |
| Ability to effectively use data, assessment and target setting to raise standards and address weaknesses. | ■ |  | I |
| Ability to exemplify how the needs of all students have been met through high quality teaching | ■ |  | A, I |
| Experience/training in NOVA-T and SIMS |  | ■ | A, I, C |
|  | **Essential** | **Desirable** | **Source** |
| **Professional Attributes** |
| Able to demonstrate an understanding, awareness and empathy for the needs of the students at this school and how these could be met | ■ |  | A, I |
| Able to demonstrate a clear rationale for behaviour management and a proven track record of the effective implementation of a range of behaviour management strategies | ■ |  | A, I |
| Excellent written and oral communication skills (which will be assessed at all stages of the process) | ■ |  | A, I |
| To be a leader of learning demonstrating, promoting and encouraging outstanding classroom practice | ■ |  | A,I |
| Show a good commitment to sustained attendance at work | ■ |  | R |
| **Professional Skills** |
| *Applicants must be able to demonstrate that they meet the Teachers’ Standards (England) which are set out in detail in the current School Teachers’ Pay and Conditions document.* |
| *The Deputy Headteacher must be exemplary and able to:* |
| * Set high expectations which inspire, motive and challenge students
 | ■ |  | A, I, R |
| * Have an excellent understanding of SEND policies and procedures
 |  | ■ | A, I, R |
| * Promote good progress and outcomes by students
 | ■ |  | A, I, R |
| * Demonstrate good subject and curriculum knowledge
 | ■ |  | I, R |
| * Plan and teach well-structured lessons
 | ■ |  | I, R |
| * Adapt teaching to respond to the strengths and needs of all students
 | ■ |  | I, R |
| * Have an astute understanding of data
 | ■ |  | A, I |
| * Translate data so it is understood by all
 | ■ |  |  A, I |
| * Make accurate and productive use of assessment
 | ■ |  | A, I, R |
| * Manage behaviour effectively
 | ■ |  | A, I, R |
| * Fulfil wider professional responsibilities
 | ■ |  | A, R |
| **Personal Qualities** |
| Promote the school’s strong educational philosophy and values | ■ |  | A, I |
| Inspire, challenge and motivate and empower teams and individuals to achieve high goals | ■ |  | A, I |
| Inspire trust in the school community | ■ |  | A, I |
| Communicate clearly and effectively both orally and in written English | ■ |  | A, I |
| Demonstrate personal enthusiasm and commitment to leadership aimed at making a positive difference to children and young people | ■ |  | A, I |
| Build and maintain quality relationships through interpersonal skills and effective communication | ■ |  | A, I |
| Demonstrate personal and professional integrity, including modelling values and vision | ■ |  | A, I, R |
| Manage and resolve conflict appropriately | ■ |  | A, I, R |
| Prioritise, plan and organise yourself and others well | ■ |  | A,I |
| Think analytically and creatively and demonstrate initiative in solving problems | ■ |  | A,I |
| Be aware of own strengths and areas for development and listen to, and reflect constructively and act upon as appropriate feedback from others | ■ |  | A,I |
| Demonstrate a capacity for sustained hard work with energy and vigour | ■ |  | I |