

## -The Windmills Junior School-

### PERSON SPECIFICATION – Deputy Headteacher 2023

The person specification is a picture of skills, knowledge and experience required to carry out the job. It has been used to draw up the advert and focuses on the range of skills that our school needs in an effective Deputy Headteacher. Candidates are asked to demonstrate their ability to meet, and evidence this, the criteria below in their application form, their supporting statement and at the interview stage, if they are selected.

1. Qualifications and personal development	E	D
Holds Qualified Teacher Status	YES	
Attained a good honours degree	YES	
Demonstrates a commitment to personal professional development	YES	
2. Experience		
Has QTS status with at least 5 years' experience as an excellent classroom practitioner across the primary age range	YES	
Evidence of leading whole-school curriculum or subject development that has impacted on standards positively and enriched children's experiences	YES	
Sets, achieves and helps others to achieve ambitious, challenging goals and targets	YES	
Experience of creating, implementing, monitoring and evaluating school policies	YES	
Has experience of leading on assessment which is focused on securing rapid rates of progress for all children across the school		YES
Has successfully used a range of strategies to encourage parents and carers to support their children's learning and realise the school's vision		YES
Shows a commitment to the wider curriculum beyond school and the opportunities it provides for pupils and the school community		YES
3. Personal qualities & knowledge		
Strong interpersonal/people skills, including empathy, listening, communication and the ability to influence	YES	
Strong personal leadership skills, including the ability to motivate, inspire and lead change	YES	
Displays the ability to think creatively to solve problems	YES	
Positive attitude and commitment to safeguarding and promoting the welfare of children	YES	
Experience of undertaking safeguarding responsibilities at DSL level		YES
Thinks and works strategically, by helping to build, communicate and implement a shared vision	YES	
Aware of current significant initiatives in education	YES	
4. Pupils and Staff		
Has experience of successfully building, leading and developing teams and individuals	YES	
Maintains a culture of high expectations, providing well targeted support and challenge for all staff	YES	
Understands the principles and strategies of school improvement and can evidence a role in this process leading to successful school development	YES	
Recent participation in professional development activities that have had a positive impact on school improvement and willingness to undertake other training	YES	
Has experience of undertaking appraisals for Performance Management or mentoring for the induction of new teachers or student teachers	YES	
Emotional resilience in working with children who need highly skilled support to overcome barriers and behaviours which can be challenging – seeing the child and working to resolve triggers	YES	
Warmth and sensitivity, alongside appropriate challenge in relationships with adults and children	YES	

5. Systems and Processes		
Analytical and can interpret data and produce reports for a range of audiences to show impact	YES	
Understands the need to be accountable to parents and can demonstrate strategies that enable parents to be involved in the life of the school	YES	
6. Leading Teaching and Learning		
Places learning and children's well-being at the centre of strategic planning and resource management	YES	
An outstanding teacher, with high expectations for all pupils, who is able to influence and improve teaching and learning throughout the school.	YES	
Exemplary leadership and modelling of a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning	YES	
Demonstrates and articulates high expectations for the whole school community	YES	
Works as part of the senior leadership team to effectively to monitor and evaluate teaching and learning; using this to inform school development priorities and actions and secure continued school improvement	YES	
7. Personal Attitudes and Attributes		
Commitment to achieving the best outcomes for pupils – our moral responsibility and the driving factor in all our decisions	YES	
A commitment to inclusive education and willingness to respond to the needs of individual learners	YES	
Understand the need to promote oneself as a positive role model	YES	
Ability to communicate effectively in writing and orally	YES	
Flexible and approachable	YES	
Resilient, and can demonstrate an ability to work well under pressure	YES	
Ability to deal sensitively with people and resolve conflicts	YES	
Positive and energetic approach to work	YES	
Inspirational	YES	

References - References will be requested following shortlisting but prior to interview.

DBS - Our school is committed to safeguarding and promoting the welfare of all children and young people and expects all staff and volunteers to share this commitment. This post will be subject to undertaking an enhanced Disclosure and Barring Service check.