**Vallis First School Deputy Headteacher Person Specification**

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| **Qualities** | **Essential** | **Desirable** |
| **Qualifications and Experience** | * Qualified Teacher Status
* Training in teaching phonics
* Strong knowledge of the National Curriculum and Early Years Foundation Stage
* Experience of teaching in more than one school
* Experience of successfully line-managing other staff
 | * Teaching experience in EYFS, KS1and KS2
* Advanced level 3 safeguarding training
* Experience as a DSL or DDSL
* National Professional Qualification for leadership (NPQSL)
* Other CPD linked to leadership
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| **Professional Knowledge and Skills** | * Excellent practitioner with a thorough understanding of the Year R to year 4 curriculum
* In-depth knowledge of curriculum development
* Sound understanding of assessment, recording and reporting
* Evidence of making a successful and substantial contribution to the effective management of change and school improvement
* Successful whole school leadership area responsibility
* Experience of contributing to staff development and training
* Experience of working with governors, parents and outside agencies.
* A clear understanding of how young children learn and the ability to plan effective, engaging and high-quality teaching and learning.
* An understanding of the principles and practices of observations, assessment, and planning and how these can be used effectively to maximise pupil progress for all groups of children
* Good understanding of strategies to motivate and engage pupils to maximise learning and outcomes
* Experience of working with children with SEND and preparing ILPs
* Strong knowledge of a range of positive behaviour management strategies and how to effectively implement them
* The ability to maintain professional and positive relationships with children, staff, parents and external agencies
* Excellent communication skills both written and verbal
* Experience of planning/following planning and teaching Phonics
* The ability to use ICT effectively to record progress and attainment.
* Have high expectations of learners and themselves.
 | * Knowledge of Unlocking Letters and Sounds, Letters and Sounds and/or Read, Write, Inc.
* Experience of attending KS1 moderation training
* Knowledge/experience of how to improve oracy and vocabulary in young children.
* Have a range of new creative ideas to further develop our curriculum
* Knowledge of health and safety management in schools
* Experience of managing a school budget
* Experience of school HR and recruitment processes, managing staff attendance
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| **Personal Characteristics and Commitment** | * A leader, with the ability to inspire and motivate colleagues, providing the appropriate balance of challenge and support.
* Ability to galvanise others, supporting the formation of a positive school culture
* Ability to act as a critical friend, balancing challenge with support.
* To be proactive in maintaining own personal and professional development and be a reflective practitioner
* Be reliable with high degree of integrity
* Possess excellent interpersonal skills and be able to form effective working relationships with colleagues
* Be well-organised, enthusiastic, innovative, and flexible
* Be able to prioritise and plan own work and direct the work of others
* Be flexible and resilient, demonstrate the ability to work under pressure
* Value and respect the views of children
* Self-motivated and able to take initiative and responsibility
* Demonstrate a willingness to learn with and from colleagues
* To contribute towards extra-curricular activities and events and contribute fully towards the life of the school
* Display a sense of humour, fun, excitement, and enjoyment in their work with children and colleagues
* Empathy with the needs and aspirations of all pupils
* Appreciation of work/life balance
* Willingness to ask for help and support if necessary.
 | * A desire to extend knowledge and skills by taking on new challenges, forward thinking, not afraid of failure, keen to research new ideas.
* Committed to outdoor learning, aware of the importance of using the natural world, seasons and local area in young children’s learning
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