**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 |
| **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 |
| **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 |