**WHITTONSTALL & BROOMLEY FIRST SCHOOLS FEDERATION**

**PERSON SPECIFICATION: DEPUTY HEAD TEACHER (teaching)**

**Please note that only the application form (A) and certificates (C) assessment methods have been identified at this stage.**

**A full copy of the person specification will provided prior to the two day selection event.**

|  |  |  |
| --- | --- | --- |
| **1. Qualifications and Experience** |  |  |
| **Essential** | **Desirable** | **Assess** **by:** |
| 1. Qualified Teacher Status.
 |  | A/C |
| 1. Relevant Degree Qualification.
 | NPQH (if not exempt by previous experience) or currently engaged in acquiring NPQH status | A/C |
| 1. Relevant and successful Senior Leadership experience.
 | Successful experience as a Senior Leader or Deputy Head Teacher in a First/Primary School). | A |
| 1. Detailed and up-to-date knowledge and understanding of education and school statutory requirements locally and nationally.
 |  | A |
| 1. Evidence of relevant and recent training and development, including safeguarding.
 |  | A/C |
| 1. Proven experience as an outstanding class teacher within the Primary range.
 | Experience of implementing and developing successful outdoor learning e.g. Forest Schools. | A |
| 1. Demonstrable evidence of successful engagement with the wider community (including parents and carers) to raise achievement for all groups of pupils.
 |  |  |
| 1. Experience of strategic, curriculum-led financial planning, setting and managing a budget, procuring services and ensuring best value.
 |  | A |
| **2. Leadership qualities.**  |  |  |
| **Essential** | **Desirable** |  |
| 1. Excellent strategic thinking with proven ability to lead improvement.
 | Proven ability to develop and deliver against strategic improvement plans that are based on accurate self- evaluation.Ability to lead and manage effectively across two schools that are on different sites. | A |
| 1. Able to articulate a clear vision for the education of children aged 4 to 9 years while empowering others to carry the vision forward.
 |  |  |
| 1. Experience of building links with other schools, educational establishments and the wider community to support transition and enhance teaching and learning and personal development for all across the school community.
 |  | A |
| 1. Demonstrate an empathy with the culture of our Federation including a personal ethos of a child-centred approach to education and the ability to respect and support the child-teacher-parent relationship.
 |  |  |
| 1. Lead by example, demonstrating optimistic personal behaviour, positive relationships and attitudes towards pupils, staff, parents, governors and members of the local community.
 |  |  |
| 1. Promote the vision and values of the school to children, staff, parents and governors and demonstrate the skills to motivate, inspire and influence others.
 |  |  |
| 1. Effectively communicate and work collaboratively with the governing body acting always with integrity, creativity, resilience, and clarity. Ensuring the governors are provided with the information needed to meet their responsibilities.
 |  |  |
| 1. The ability to provide and receive effective feedback, working with partners, to make improvements in the federation’s performance.
 |  |  |
| 1. The ability to demonstrate entrepreneurial and innovative approaches to school improvement, leadership and governance.
 |  |  |
| 1. The ability to conduct rigorous self evaluation of the federation’s performance.
 |  |  |
| **3. Leading Teaching and Learning** |  |  |
| **Essential** | **Desirable** |  |
| 1. Proven ability to lead improvements in teaching and learning. Evidence of developing, improving and sustaining high quality teaching and learning to further improve outcomes for children.
 |  | A |
| 1. Evidence of implementing effective strategies for supporting the learning needs of all children and by showing commitment to the positive value of inclusion.
 |  | A |
| 1. The ability to collect, collate and interpret school performance data in order to implement key actions for improvement.
 |  |  |
| 1. Have an in depth understanding of what constitutes outstanding learning / successful track record as an outstanding classroom teacher within Primary range, working with pupils from a wide variety of backgrounds and of differing abilities.
 |  | A |
| 1. Successful behaviour management experience so that children learn within a positive and engaging environment.
 |  |  |
| **4. School management and community** |  |  |
| **Essential** | **Desirable** |  |
| 1. Successful management of school resources including financial and budgetary processes and staff recruitment.
 |  | A |
| 1. Demonstrate excellent ICT skills.
 |  | A |
| 1. Demonstrate excellence as a leader and manager of people with proven staff management experience, including leading, supporting and driving staff forward and the ability to delegate effectively.
 |  |  |
| 1. Experience of successful staff recruitment and selection and in conducting all aspects of staff performance management.
 |  | A |
| 1. Has the skills and knowledge to ensure that at all times there is a safe working environment for children and staff.
 |  |  |
| 1. The ability to form strong and productive working relationships with the school staff, governors and wider community based on mutual respect.
 |  |  |
| 1. Be resilient and be able to work under pressure with competing priorities. Ability to prioritise and work to deadlines and timescales.
 |  | A |
| 1. The successful applicant will be able to meet the travel requirements essential to this post.
 |  | A |
| 1. Demonstrate a strong commitment to ensuring equality of opportunity for pupils and staff.
 |  |   |
| 1. Demonstrate a strong commitment to involving parents in the education of their children.
 |  |  |

**Keys to Assessment Methods: (A) Application Form; (C) Certificates; (I) Interview; (R) References; (T) Ability Tests; (G) Group Work; (P) Presentation;**

**(O) Other e.g. visits, informal gatherings,**