PERSON SPECIFICATION

Deputy Headteacher

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|  |  | Essential | Desirable |
| **Application** | A well-structured letter of application  | \* |  |
| Fully supported in references | \* |  |
| **Qualifications and Professional Development** | Qualified Teacher Status (QTS) | \* |  |
| Ability to teach GCSE and A-Level  | \* |  |
| A degree in a relevant subject | \* |  |
| Commitment to further study including any in-service training during the last three years | \* |  |
| Ability to use ICT as a learning tool | \* |  |
| Post Graduate qualification |  | \* |
| NPQH |  | \* |
| **Experience** | Experience of working strategically and successfully at a senior leadership level. | \* |  |
| Use of data to inform planning, teaching, measuring progress and to aid target setting and improving performance | \* |  |
| Contribution to whole-school Improvement Planning | \* |  |
| Successful experience of the delegation of leadership responsibilities and management tasks as appropriate, and monitoring their implementation | \* |  |
| Experience of holding individuals and teams to account for pupil learning outcomes | \* |  |
| Experience of implementing strategies for improving the quality of teaching and learning, including promoting excellence and challenging poor performance | \* |  |
| A proven track record of raising standards, good examination results and delivery against targets | \* |  |
| Experience of monitoring and evaluating the effectiveness of teaching and learning, including its outcomes in terms of standards and achievement and personal development and well-being  | \* |  |
| Outstanding, sustained, and successful experience as a teacher in a secondary context | \* |  |
| Catering for the needs of all students including Gifted and Talented, SEND and Pupil Premium | \* |  |
| Experience of introducing a new initiative or of managing change | \* |  |
| Recent experience of leading and managing a team of people | \* |  |
| Experience of successful management and curriculum development |  | \* |
| Experience of working with external providers to enhance curriculum delivery |  | \* |
| Ability to demonstrate high standards of classroom practice | \* |  |
| Experience of leading in staff development | \* |  |
| **Skills and Knowledge** | Understands the significance of interpersonal relationships and strategies for promoting individual and team development | \* |  |
| Knows and can demonstrate how to promote an open, fair and equitable culture | \* |  |
| Has a clear understanding of the impact of change and different leadership styles on individuals  | \* |  |
| Understands how to establish and sustain effective organisational structures, systems, policy and practice | \* |  |
| Knowledge of and commitment to the implementation of the safeguarding agenda | \* |  |
| Demonstrates a clear understanding of the principles and practice of quality assurance systems, including school review, self-evaluation and performance development and have experience of these | \* |  |
| Shows a practical understanding of how to analyse and use the full range of evidence, including performance data and external evaluations, to support, monitor, evaluate and improve aspects of the school, including challenging poor performance | \* |  |
| Knows and can demonstrate strategies that encourage parents and carers to support their children’s learning | \* |  |
| Knowledge of building and sustaining effective relationships with parents, carers, other schools and partners and the broader community that enhance the education of pupils. | \* |  |
| **Qualities and Values** | A clear educational philosophy that underpins pedagogy to support high quality teaching and learning | \* |  |
| The ability to inspire others, share good practice and reflect on local/national education pressures  | \* |  |
| Good communication skills with the ability to relate effectively to all ages and abilities | \* |  |
| An ability to educate the whole child and contribute effectively to pastoral systems | \* |  |
| A desire to extend learning beyond the classroom  | \* |  |
| A commitment to raising the aspirations of the whole school community | \* |  |
| **Personal Attributes** | Ability to work as team member to achieve common goals | \* |  |
| Personal presence and positive impact | \* |  |
| The ability to embed successful change across the school by effectively completing tasks and evaluating outcomes within agreed timescales | \* |  |
| Inspire, challenge, motivate and empower teams and individuals to achieve high goals | \* |  |
| Demonstrate personal enthusiasm and commitment to leadership aimed at making a positive difference to children and young people | \* |  |
| Demonstrate personal and professional integrity, including modelling values and vision | \* |  |
| Prioritise, plan and organise themselves and others | \* |  |
| Think analytically and creatively and demonstrate initiative in solving problems | \* |  |
| Be aware of their own strengths and areas for development and listen to, and reflect constructively and act upon as appropriate, feedback from others | \* |  |
| Demonstrate a capacity for sustained hard work with energy and vigour | \* |  |
| Demonstrate resilience and optimism | \* |  |
| Access to a car or means of mobility support (if driving then must have a current valid driving licence and appropriate insurance) | \* |  |
| May be required to work outside of normal office hours | \* |  |