



Person Specification: Deputy Headteacher

	Essential	Desirable
Application	<ul style="list-style-type: none"> Well-structured and concise application, demonstrating evidence of impact on attainment and progress that has resulted in improvement in pupil achievement 	
Qualifications	<ul style="list-style-type: none"> DFE recognised teaching qualification. Evidence of continuous professional development and commitment to further professional development. 	<ul style="list-style-type: none"> NPQSL or NPQML
Experience	<ul style="list-style-type: none"> To have experience in a leadership post, including leading a team To have planned and delivered the national curriculum with evidence of raising pupil achievement within the Primary phase To have made effective use of IT for teaching and learning Experience of leading a curriculum area and/or whole school project 	<ul style="list-style-type: none"> Evidence of effective use of managing/tracking of data Experience of teaching in EYFS, KS1 & 2 To have experience of developing initiatives/opportunities to support the progress of children entitled to the pupil premium grant and/or more able Experience of supporting and developing ITT or NQTs
Leadership skills	<ul style="list-style-type: none"> Ability to set standards and build a high-performance team Ability to articulate a clear vision, values and moral purpose Ability to motivate and inspire pupils, staff, parents and governors Ability to delegate tasks and responsibilities and monitor outcomes Ability to deal sensitively with people and resolve conflicts Ability to provide professional direction for others through performance review Ability to assess the effectiveness of teaching and learning Ability to plan, develop and implement new projects and initiatives in school-assessing outcomes and measuring impact Ability to think creatively and imaginatively to develop and enhance the school curriculum and wider learning experience 	<ul style="list-style-type: none"> Proven track record successfully leading whole school change with measurable outcomes The ability to analyse school self-evaluation information, including the use of external and internal data, to accurately prioritise strategic leadership objectives The ability to lead and manage safeguarding issues Experience as a Designated Safeguarding Lead Experience of making an enhanced difference to the whole school curriculum or assessment system

Communication Skills	<ul style="list-style-type: none"> • To communicate effectively both orally and in writing to a variety of audiences • Establish and develop good relationships with parents, staff, governors and the community which enable you to deal effectively with potentially difficult situation • To listen to the views of others and reflect effectively on own practice • A team player, leading by example and nurturing others • A clear understanding of and commitment to promoting and safeguarding the welfare of pupils 	<ul style="list-style-type: none"> • Coaching skills and/or experience of delivering training • Experience as a moderator Phase statutory assessments
Self Management	<ul style="list-style-type: none"> • To set and achieve challenging and professional goals • To manage time effectively both professionally and personally • To demonstrate initiative, be innovative and creative 	<ul style="list-style-type: none"> • Looks to research to inform practice • Involvement with EEF projects and or links with universities
Attributes	<ul style="list-style-type: none"> • Adaptability to changing circumstances and new ideas • Implementing, managing and evaluating change in a collaborative way. • The ability to foster an open, transparent and equitable culture and deal effectively with difficult conversations and conflict at every level. • Promotes inclusive practice • Demonstrating a strategic leadership style that is characterised by integrity, creativity, resilience and clarity • Aspiration and ambition 	