

KELVIN GROVE PRIMARY SCHOOL

Person Specification

Deputy Headteacher

Introduction

In order to meet the high standards expected of a leading professional in our school, the governing body is seeking to employ a person with the following qualities, experience, skills and abilities.

Criteria:	
Essential	Desirable
Qualifications and Training	
Qualified teacher status	
Degree	
A commitment to or working towards: NPQH;	Leading from the Middle or other relevant NCSL courses
Current Child Protection Training	
Experience	
Evidence of leadership and management of a whole school aspect.	In depth knowledge of the curriculum over at least 2 Key Stages
To have experience of successfully leading Maths, English or Science in school	To have knowledge, understanding and experience of the Talk 4 Writing/Primary Writing Project approach.
Professional Development	
A record of continuous professional development that includes training in leadership and management	
Experience of supporting, training and helping to co-ordinate the professional development of colleagues	
Leadership and Management	
To have a vision of the overall aims and direction of a successful school and be able to communicate these in order to inspire and motivate others	
To provide evidence of good management, which incorporates detailed planning, successful implementation and effective monitoring and evaluation of strategies	Have the ability to access and analyse relevant data and to use this information to set priorities and determine school action
To have a good knowledge and understanding of what constitutes an effective school and have the necessary skills of leadership and management to help create such a school	Knowledge of the statutory requirements and other relevant legislation relating to school leadership and management
Safeguarding	
Essential	
Knowledge of the statutory requirements and other relevant legislation relating to child protection procedures and safeguarding. To have a current, enhanced CRB clearance	
Learning and Teaching	
Essential	
Have a good understanding of what contributes to successful learning and the ability to promote the most effective teaching strategies to bring this about	The ability to help create and maintain a school site that ensures the health and safety of staff and pupil and which presents a stimulating and attractive learning environment for pupils
To have a good understanding of how assessment strategies and target-setting are used to inform learning in order to help pupils make progress	
A clear understanding of what constitutes a broad and balanced curriculum that meets statutory	
Desirable	

requirements and which is sufficiently well differentiated and resourced to meet the needs of all pupils	
Knowledge and Understanding of	
Essential	Desirable
Statutory education frameworks, including governance	Ways to build, communicate and implement a shared vision
Leading change, creativity and innovation	Strategic planning processes
Strategies for communication, both within and beyond school	New technologies, their use and impact
Models of pastoral care	Schools self evaluation process
Models of behaviour and attendance management	Building and sustaining a learning community
Strategies for ensuring inclusion, diversity and access	The impact of change and organisations and individuals
Curriculum design and management	Legal issues relating to managing a school, including equal opportunities, race relations, disability, human rights and employment legislation
Strategies to promote individual, team and organisational development	Models of school, home, community and business partnerships
The use of a range of tools and evidence, including performance data, to support, monitor, evaluate and improve aspects of school, including challenging poor performance	The work of other agencies and opportunities for collaboration
The wider curriculum, beyond school and the opportunities it provides for pupils and the school community	
Strategies which encourage parents and carers to support their children's learning	
Additional Skills and abilities: Essential	
Suitability for work with children and young people; Enhanced CRB clearance	
The ability to relate positively with the headteacher, pupils, colleagues, parents, governors and others who contribute to the work of the school	
The communication skills needed to provide clear and accurate information and well informed advice	
The ability to organise and manage work effectively i.e. being able to prioritise and organise tasks, make decisions, support and delegate where appropriate	
To have high expectations of pupils' learning, attainment and behaviour and of one's own professional abilities and those of colleagues	
An excellent health and attendance record	
Personal Qualities	
Self Awareness <ul style="list-style-type: none"> • Emotional self awareness • Accurate self assessment • Self confidence 	Social Awareness <ul style="list-style-type: none"> • Empathy • Organisational awareness
Self Management <ul style="list-style-type: none"> • Emotional self control • Transparency • Adaptability • Initiative • Optimism 	Relationship Management <ul style="list-style-type: none"> • Develop others • Inspirational leadership • Change catalyst • Influence • Conflict management • Team work and collaboration

Please include the following in your letter of application which should be no longer than 2 sides of A4:

- a clear, succinct statement of your educational philosophy and practice
- demonstrate how this relates to the post of Deputy Headteacher at Kelvin Grove Primary School.