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**Deputy Headteacher - Person Specification**

**Mandale Mill Primary School**

Please use the key below so that you know where we will look for evidence that the criteria have been met:

A = Application

R = Reference

P = Presentation

FI = Formal Interview

S = Selection Activity

|  |  |  |  |  |  |
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|  |  | **Essential** |  | **Desirable** | **Sources of Evidence** |
| **Education and Training** | **1** | Recognised QTS |  |  | **A** |
| **2** | Evidence of commitment to own professional development | **23** | Interest in future NPQH | **A/FI** |
| **Relevant Experience** | **3** | Sustained experience and / or in-depth knowledge of teaching in EYFS / KS1 and KS2 | **24** | Phase leadership experience | **A/R** |
| **4** | Excellent classroom teacher with a proven commitment to improving the quality of children’s learning |  |  | **R/FI/S** |
| **5** | Knowledge and experience of School Improvement Planning and curriculum planning | **25** | Curriculum leadership experience | **A/R/P** |
| **6** | Evidence of successful leadership | **26** | Leadership/Management training/experience | **A/R/P** |
| **7** | Evidence of liaising collaboratively with colleagues | **27** | Experience in organising and leading whole school assemblies and events | **A/R/FI/S** |
| **8** | Knowledge and commitment to effective behaviour for learning |  |  | **A/FI** |
| **9** | Experience of monitoring teaching and learning | **28** | Experience of Performance Management | **A/FI/R** |
| **10** | Understanding the importance of using data to raise standards |  |  | **FI/S** |
| **11** | Experience and understanding of IT as a management tool | **29** | Evidence of participating in and developing extra-curricular activities | **A** |
| **Skills and Aptitudes**  |  **12** | Ability to enthuse and lead a team with sensitivity and energy | **30** | Ability to foster links with local community and with other schools, locally, nationally and internationally | **FI** |
| **13** | Ability to motivate and communicate effectively with a wide range of stakeholders | **31** | Experience of effective working with Governors | **A/R/FI** |
| **14** | Experience of change management | **32** | Experience of conflict management | **A/FI/R** |
| **15** | Passionate about the learning of children |  |  | **A** |
| **16** | Stamina / resilience  |  |  | **P/FI/S** |
| **17** | Ability to communicate effectively to a high standard |  |  | **FI/P/A** |
| **Safeguarding and Promoting the Welfare of Children and Young People** | **18** | Has appropriate motivation to work with children and young people | **33** | Experience of DSL/ Deputy DSL role | **R/S/FI/A** |
| **19** | Commitment to the safeguarding and promoting the welfare of children and young people | **34** | Experience of writing and implementing risk assessments | **FI/A** |
| **20** | Has the ability to maintain appropriate relationships and personal boundaries with children and young people |  |  | **R/S** |
| **21** | Has emotional resilience in working with challenging behaviours and appropriate attitudes to the use of authority and maintaining discipline |  |  | **R/FI** |
| **22** | Has current knowledge on recent national and local safeguarding developments |  |  | **A/R/FI** |

Article 3: The best interests of the child must be a priority in all things that affect children;

Article 28: Every child has the right to an education.