# PERSON SPECIFICATION

**Position: Trust Deputy Director of School Improvement:**

**Behaviour & Attendance and Personal Development**

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|  | **Qualifications and Experience** |
|  | Essential | Desirable | Application | Interview | Task /Observation |
| 1 | DFE recognised Qualified Teacher status, recent and relevant CPD |  | √ | √ |  |
| 2 | At least 3 years recent and relevant Senior Leadership experience in a secondary school |  | √ | √ |  |
| 3 | Record of outstanding classroom practice with at least 5 years teaching experience | Experience teaching across the year groups | √ | √ |  |
| 4 | Evidence of leading and maintaining a whole school initiative linked to school improvement |  | √ | √ |  |
| 5 | Evidence of successful curriculum leadership and involvement in school improvement planning | Experience of leading a core curriculum area | √ | √ | √ |
| 6 | Proven track record of raising standards and meeting challenging targets |  | √ | √ |  |
| 7 | Experience of leading and managing a team, and of performance management |  | √ | √ |  |
| 8 | Experience of child protection/safeguarding with up-to-date training or willingness to undertake training |  | √ | √ |  |
| 9 | Experience of working with pupils with SEN and behaviour needs |  | √ | √ |  |
| 10 | Experience of delivery training and support that generates income |  | √ | √ | √ |
|  | **Abilities and Skills**Chart, scatter chart  Description automatically generated |
|  | Essential | Desirable | Application | Interview | Task / Observation |
| 11 | Ability to communicate effectively with all members of the school community | Experience of leading staff and parent meetings | √ | √ | √ |
| 12 | Ability to lead and manage an effective team, challenging and developing staff and pupils |  | √ | √ |  |
| 13 | Ability to hold leaders and key staff to account |  | √ | √ |  |
| 14 | Highly effective behaviour management skills: visible and ability to coach others to develop their skills in this area |  | √ | √ |  |
| 15 | Ability to lead, motivate and inspire others and to promote a positive school ethos |  | √ | √ |  |
| 16 | Ability to sustain improvements in attendance and reduce PA |  | √ | √ | √ |
| 17 | Ability to identify and implement successful inclusion strategies for all children |  | √ | √ | √ |
| 18 | Ability to plan, organise and prioritise work in order to meet deadlines |  | √ | √ |  |

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| 19 | **Knowledge and Understanding** |
| Essential | Desirable | Application | Interview | Task / Observation |
| Able to analyse, interpret and respond to school performance data, identifying areas for improvement. |  | √ | √ | √ |
| 20 | Excellent understanding of curriculum and pedagogical issues, including recent developments within the secondary phase with a focus on personal development |  | √ | √ |  |
| 21 | Understanding of statutory and non-statutory secondary frameworks |  | √ | √ |  |
| 22 | Understanding of innovative and creative strategies that enable children to make excellent progress |  |  | √ | √ |
| 23 | Thorough understanding of and commitment to equality of opportunity |  | √ | √ |  |
| 24 | Knowledge of safeguarding and child protection issues |  | √ | √ |  |
| 25 | Knowledge of attendance and behaviour law |  | √ | √ |  |
| **Personal skills and attributes** |
|  | Essential | Desirable | Application | Interview | Task /Observation |
| 26 | Able to demonstrate resilience, and willing to face new challenges with enthusiasm and positivity |  | √ | √ | √ |
| 27 | Ability to work independently and on own initiative; take responsibility for own professional development |  | √ | √ |  |