

## Person Specification

### Deputy Headteacher

All candidates will be assessed against the following criteria:

<b>Qualifications, Experience and Professional Development:</b>	<b>Essential (E) Desirable (D)</b>	<b>Application(A) Interview (I) Reference (R)</b>
Qualified Teacher Status	E	A
Degree	E	A
Educated to Masters level	D	A
Professional Development in preparation for Headship/Deputy Headship.	E	A

<b>Leadership and Management Experience:</b>		
Experience as a Deputy or Headteacher	D	A
Substantial experience as an Assistant Headteacher or equivalent	E	A/I/R
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	E	A/I/R
Successfully led, planned, managed and evaluated change which has had a significant impact at whole school level	E	A/I/R
Demonstrated the ability to work strategically and successfully at a senior leadership level	E	A/I/R
Experience of leading whole school curriculum developments	E	A/I/R
Detailed knowledge of national curriculum provision , changes to KS4 provision and the implications for T&L and curriculum structure	E	A/I/R
Experience of implementing strategies for improving the quality of teaching and learning, including promoting excellence and challenging poor performance	E	A/I/R
Experience of leading quality assurance systems at whole school level including staff performance	E	A/I/R
Working successfully with other education partners and providers.	E	A/I/R
Deep pedagogical understanding and knowledge	E	A/I/R
Experience of 21 <sup>st</sup> Century approaches to learning	D	A/I/R
An understanding of the education continuum, from EYFS to post 16 provision.	D	A/I/R

<b>Teaching Experience:</b>		
Demonstrated outstanding, sustained, and successful experience as a teacher in a secondary context	E	A/R
Substantial experience of teaching pupils at KS3 and KS4	E	A
Experience of teaching in more than one school.	D	A

<b>Professional Experience, Knowledge and Understanding:</b>		
Can demonstrate strategic thinking and planning that builds, communicates and carries forward a coherent and shared vision	E	A/I/R

<b>Qualifications, Experience and Professional Development:</b>	<b>Essential (E) Desirable (D)</b>	<b>Application(A) Interview (I) Reference (R)</b>
Experience of developing and sustaining a learning culture that has the needs of pupils at its core, including high expectations and standards of achievement.	E	A/I/R

<b>Developing Self and Working with Others:</b>		
Understands the significance of interpersonal relationships and strategies for promoting individual and team development	E	I/R
Knows how to promote an open, fair and equitable culture	E	I/R
Has a clear understanding of the impact of change and different leadership styles on individuals and organisations	E	I/R
Understands the importance of working in partnership with all members of the SLT and the fortitude to challenge decisions appropriately at all levels.	E	I/R

<b>Managing the Organisation:</b>		
The ability to oversee the effective daily operation of the school in its entirety	E	A/I
Successful experience of the delegation of leadership responsibilities and management tasks as appropriate, and monitoring their implementation	E	A/I/R
Understands how to establish and sustain effective organisational structures, systems, policy and practice	E	I/R
Knowledge of and commitment to, the safeguarding of young people with a thorough understanding of relevant legislation and guidance	E	I/R
An overall understanding of strategic financial planning and budget management.	D	A/I/R

<b>Securing Accountability:</b>		
Demonstrates a clear understanding of the principles and practice of quality assurance systems, including school improvement planning, self-evaluation and appraisal and have experience of leading these	E	I/R
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	E	I/R
Experience of holding individuals, teams and whole school to account for pupil learning outcomes.	E	A/I/R

<b>Strengthening Community:</b>		
Understands the importance of listening to, reflecting and acting on community feedback	E	I/R
Experience of strategies that encourage parents and carers to support their child's learning	E	A/I/R
Experience of building and sustaining effective relationships with parents, carers, other schools and partners and the broader community that enhance the education of pupils	E	A/I/R
A commitment to develop the extended community and partnerships and promote the school as a leading organisation within the locality.	E	A/I

<b>Personal Skills and Attributes:</b>		
The aspiration to move on to headship	E	A/I/R
Embed successful change across the school by effectively completing tasks and evaluating outcomes within agreed timescales	E	I/R
Inspire, challenge, motivate and empower teams and individuals to achieve high goals	E	I/R

<b>Qualifications, Experience and Professional Development:</b>	<b>Essential (E) Desirable (D)</b>	<b>Application(A) Interview (I) Reference (R)</b>
Demonstrate personal enthusiasm and commitment to leadership aimed at making a positive difference to children and young people	E	I/R
A highly effective communicator	E	I/R
Demonstrate personal and professional integrity, including modelling values and vision	E	I/R
Prioritise, plan and organise themselves and others	E	I/R
Think analytically and creatively and demonstrate initiative in solving problems	E	I/R
Be aware of their own strengths and areas for development and listen to feedback from others and reflect and act constructively upon this	E	I/R
Demonstrate a capacity for sustained hard work with energy and vigour	E	I/R
Demonstrate resilience and optimism.	E	I/R

<b>Specific Skills Appropriate to the Role:</b>		
Be an outstanding classroom practitioner with consistently exceptional results and outcomes	E	A/I/R
Experience of improving standards by challenging weak performance and implementing support and/or monitoring programmes	E	A/I/R
Skilled and experienced in observing lessons and coaching colleagues	E	A/I/R
Outstanding skills in the use of data for tracking and intervention	E	I/R
Highly effective in the use of ICT tools in leadership and a commitment to 21 <sup>st</sup> Century Learning, including the ability to be a key driver in our role as a Microsoft Training Academy	E	A/I
Knowledge of SISRA, PiXL strategies, Doodle and MS Office 365.	D	A/I/R

<b>Confidential References, Reports and application:</b>		
Strong recommendation from all referees, including current employer	E	R
Satisfactory health and attendance record	E	Post interview
Accurate and full completion of application form	E	A
Completion of a letter of application (Times New Roman, font size 12),maximum of three sides A4. <i>Letters not completed in this format will NOT be considered.</i>	E	A