**PERSON SPECIFICATION**

Post Title: **Deputy Head Teacher**  Evidence Codes:

Salary Scale: **Leadership Scale Range (points 16- 20)** **AF** – Application Form **M** - Medical

**I** – Interview **R** - Reference

**D** - Documentation

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| **Job Criteria** | | | | |
|  | **Essential** | **Source of Evidence** | **Desirable** | **Source of Evidence** |
| **Experience** | **Be able to demonstrate experience in the following:** |  |  |  |
| At least 3 years of proven, strong, successful leadership and management experience in a primary school | AF/I/R |  |  |
| A proven track record of raising educational standards and maintaining improvement, to include teaching and learning | AF/I/R |  |  |
| A record of high quality classroom practice in primary schools, with at least 5 years’ experience. | AF/I/R | Experience in at least 2 phases (EYFS / KS1 / KS2) | AF/I |
| Evidence of leading and maintaining whole school initiatives linked to school improvement. | AF/I/R |  |  |
| Evidence of successful curriculum leadership and involvement in school improvement planning. | AF/I |  |  |
| |  | | --- | | Experience of leading and managing a team and of performance management. | | AF/I |  |  |
| Experience of teaching pupils who have English as an additional language. | AF/I |  |  |
| Experience of ICT and its relevant use throughout the school. | AF/I |  |  |
| Experience of successfully working with parents and the wider community. | AF/I |  |  |
| **Qualifications** | BEd degree/PGCE/GTP or equivalent | D | NPQML or NPQSL qualification | D |
| Qualified Teacher Status | D |  |  |
| **Skills and Knowledge** | **Be able to demonstrate skills and knowledge in the following:** |  |  |  |
| Thorough knowledge and understanding of primary and early years’ curriculum and pedagogical issues, including recent developments within the early years and primary phases | AF/I | Understanding of budgetary processes within school and evidence of managing budgets within curriculum areas. | AF/I |
| Ability to make difficult decisions in a consultative manner with balanced judgement and emotionally intelligent approach. | I/R |  |  |
| Knowledge and understanding of relevant statutory legislation, national and local policies relating to education and their potential impact on school management, e.g safeguarding, SEN and Health and Safety | AF/I |  |  |
| Ability to analyse school data and use this to inform strategic decisions | I |  |  |
| Ability to lead, inspire, guide and challenge staff and pupils to raise expectations and develop their practice. | AF/I |  |  |
| Understanding of the whole school processes (including the work of the Governing Body), the leadership and management of staff, children and resources and how this relates to the success of children’s learning and achievement. | AF/I |  |  |
| A clear understanding of Performance Management for personal development and as a reviewer. | AF/I |  |  |
| Ability to encourage a collaborative learning organisation with the desire and ability to leverage good practice from elsewhere. | AF/I |  |  |
| Ability to lead, motivate and manage teams in achieving successful outcomes. | AF/I/R |  |  |
| Ability to sustain effective self-management, including good time management. | AF/I/R |  |  |
| Ability to lead and manage change effectively. | AF/I/R |  |  |
| Highly effective interpersonal and listening skills, with ability to deal calmly and effectively with people in different contexts including challenging situations. | I |  |  |
| Ability to develop and maintain good relationships with pupils, staff, parents and governors. | AF/I/R |  |  |
| An understanding of the requirements of SEN and equal opportunities across all aspects of the school’s work and commitment to the development of diversity and inclusive education. | AF/I |  |  |
| Effective IT skills, including the ability to use Microsoft Office applications and current assessment systems. | AF/I |  |  |
| Knowledge of safeguarding and child protection issues | AF/I |  |  |
| **Other factors** | Ability to attend evening meetings and school events, as required. Willingness to contribute to the wider life of the school beyond the curriculum. | I |  |  |
| High expectations of achievement and behaviour. | I |  |  |
| **Personal qualities** | A leader who inspires trust and confidence, behaves with integrity and is prepared to accept responsibility | I/R |  |  |
| Commitment to the school and the ability to promote the school at all times as a lead professional. | I |  |  |
| Ability to effectively lead, motivate, develop and inspire staff and to encourage pupil and parental involvement. | I |  |  |
| Excellent personal effectiveness, which ensures all stakeholders work together effectively. | I |  |  |
| Ability to think and plan strategically and creatively, and to prioritise. | I |  |  |
| Ability to deliver high quality teaching and motivate and encourage staff to plan and deliver lessons which promote optimum learning | I |  |  |
| Drive, resilience, tenacity, energy and enthusiasm. | I/R |  |  |
| Calm and reassuring when under pressure. | I |  |  |
| A sense of humour and sense of perspective. | I/R |  |  |
| Committed to working as part of an effective Senior Leadership Team. | I |  |  |
| **Job Circumstances** | Medical clearance subject to reasonable adjustments under the Equality Act 2010 (where appropriate). | M |  |  |
| Enhanced Disclosure and Barring Service (DBS) clearance. | D |  |  |
| Demonstrable recent evidence of continuous professional development and competence. | D |  |  |
| **Equalities** | Understanding of and commitment to Inclusion and Equality in respect of pupils, governors, staff and the wider community. | I |  |  |
| Evidence of understanding of the needs of a culturally diverse community. | I |  |  |