

## Lion Academy Trust Person Specification – Deputy Head Teacher

Category	Essential	Desirable
<b>1. Qualifications/ Professional Development</b>	<ul style="list-style-type: none"> <li>▪ Qualified teacher status</li> <li>▪ Evidence of continuing professional development relating to school leadership and management, and curriculum/teaching and learning</li> <li>▪ Ability to identify own learning needs and to support others in identifying their learning needs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Postgraduate level qualification</li> <li>▪ NPQH award or Leadership Pathways certification</li> <li>▪ Experience of working with other schools/organisations/agencies</li> <li>▪ Experience of leading/coordinating professional development opportunities</li> </ul>
<b>2. Experience</b>	<ul style="list-style-type: none"> <li>▪ Successful experience of leading one or more subject areas</li> <li>▪ Substantial, successful teaching experience at outstanding grade</li> <li>▪ Successful experience in a leadership and management role               <ul style="list-style-type: none"> <li>• At least 5 years successful teaching experience in the primary age range.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Teaching experience in at least 2 of the 3 key stages.</li> <li>▪ Curriculum leadership in one or more core subjects</li> <li>▪ Experience of teaching in more than one school</li> <li>▪ Experience of managing a mixture of form entry</li> <li>▪ Experience as DH</li> </ul>
<b>3. Strategic Leadership</b>	<ul style="list-style-type: none"> <li>▪ Ability to articulate and share a vision of primary education within the context of the school's mission statement</li> <li>▪ Ability to inspire and motivate staff, pupils, parents and governors to achieve the aims of the school</li> <li>▪ Evidence of successful strategies for planning, implementing, monitoring and evaluation school improvement</li> <li>▪ Ability to analyse data, develop strategic plans, set targets and monitor/evaluate progress towards these</li> <li>▪ Knowledge of what constitutes quality in educational provision, the characteristics of effective schools and strategies for raising standards and the achievement of all pupils</li> <li>▪ Understanding of and commitment to promoting and safeguarding the welfare of pupils</li> </ul>	<ul style="list-style-type: none"> <li>▪ Knowledge of the role of the governing body</li> <li>▪ Evidence of having successfully translated vision into reality at whole school level</li> </ul>

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<b>4. Teaching and Learning</b>	<ul style="list-style-type: none"> <li>▪ A secure understanding of the requirements of the National Curriculum and Early Years development</li> <li>▪ Knowledge and experience of a range of successful teaching and learning strategies to meet the needs of all pupils</li> <li>▪ A secure understanding of assessment strategies and the use of assessment to inform the next stages of learning</li> <li>▪ Experience of effective monitoring and evaluation of teaching and learning</li> <li>▪ Secure knowledge of statutory requirements relating to the curriculum and assessment</li> <li>▪ Understanding of the characteristics of an effective learning environment and the key elements of successful behaviour management</li> </ul>	<ul style="list-style-type: none"> <li>▪ Understanding of successful teaching and learning across the entire curriculum across all key stages</li> <li>▪ Successful experience in creating an effective learning environment and in developing and implementing policy and practice relating to behaviour management</li> <li>▪ Whole school curriculum leadership</li> <li>▪ Promoting SMSC of pupils across the curriculum</li> </ul>
<b>5. Leading and Managing Staff</b>	<ul style="list-style-type: none"> <li>▪ Experience of working and leading staff teams</li> <li>▪ Ability to delegate work and support colleagues in undertaking responsibilities</li> <li>▪ Experience of performance management and supporting the professional development of colleagues</li> <li>▪ Understanding of effective budget planning and resource deployment</li> <li>▪ Leadership of middle management / phase leaders</li> </ul>	<ul style="list-style-type: none"> <li>▪ Experience of working with governors to enable them to fulfil whole school responsibilities</li> <li>▪ Successful involvement in staff recruitment, appointment/induction,</li> <li>▪ Understanding of how financial and resource management enable a school to achieve its educational priorities</li> </ul>
<b>6. Accountability</b>	<ul style="list-style-type: none"> <li>▪ Ability to communicate effectively, orally and in writing to a range of audiences – e.g. staff, pupils, parents, governors,</li> <li>▪ Experience of effective whole school self-evaluation and improvement strategies</li> <li>▪ Ability to provide clear information and advice to staff and governors</li> <li>▪ Secure understanding of current practice in performance management, including capability</li> </ul>	<ul style="list-style-type: none"> <li>▪ Experience of presenting reports to governors</li> <li>▪ Understanding the criteria for the evaluation of finance and budgets</li> <li>▪ Leading sessions to inform parents</li> <li>▪ Experience of offering challenge and support to improve</li> </ul>

Category	Essential	Desirable
		performance
<b>7. Skills, Qualities &amp; Abilities</b>	<ul style="list-style-type: none"> <li>▪ High quality teaching skills</li> <li>▪ Strong commitment to the mission statement</li> <li>▪ High expectations of pupils' learning and attainment</li> <li>▪ Strong commitment to school improvement and raising achievement for all</li> <li>▪ Ability to build and maintain good relationships</li> <li>▪ Ability to remain positive and enthusiastic when working under pressure</li> <li>▪ Ability to organise work, prioritise tasks, make decisions and manage time effectively</li> <li>▪ Empathy with children</li> <li>▪ Good communication skills</li> <li>▪ Good interpersonal skills</li> <li>▪ Stamina and resilience</li> <li>▪ Effective ICT skills</li> </ul>	
<b>8. References</b>	<ul style="list-style-type: none"> <li>▪ Positive recommendation in professional references</li> <li>▪ Satisfactory health and attendance record</li> </ul>	<ul style="list-style-type: none"> <li>▪ Professional reference without reservations.</li> <li>▪ Strong positive examples of leadership impact</li> </ul>
<b>9. Safeguarding</b>	<ul style="list-style-type: none"> <li>▪ The Lion Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An enhanced CRB check is required for all successful applicants</li> </ul>	

**Note to Applicants:**

- The Recruitment Team are advised to focus on determining whether the candidates meet the requirements in relation to the broad categories, rather than in relation to the individual criteria that are used to illustrate them.
- The criteria may be evidenced across a broad continuum, ranging from evidence that is minimal through to evidence that is substantial and secure.
- It is expected that evidence of meeting these criteria will be gathered from scrutinising the candidate's application and observing all the various aspects of the interview process.
- The Recruitment Team may wish to determine at the outset in which aspects of the selection process they will seek to find evidence to meet the above criteria.