**PERSON SPECIFICATION**

**DEPUTY HEADTEACHER**

1. Elements required to undertake the job are provided under specific headings. Each element is essential or desirable as indicated by an E or D in the “E/D” column
2. How the evidence will be tested is indicated under the remaining columns.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **A** | **TRAINING AND QUALIFICATIONS** | **E/D** | **A** | **I** | **R** |
| 1 | Qualified Teacher Status | E |  |  |  |
| 2 | Degree | E |  |  |  |
| 3 | Evidence of recent professional development  | E |  |  |  |
| **B** | **EXPERIENCE OF TEACHING AND EDUCATIONAL LEADERSHIP** | **E/D** | **A** | **I** | **R** |
| 1 | Substantial successful experience of teaching in primary education  | E |  |  |  |
| 2 | Evidence of different successful leadership and management roles. | E |  |  |  |
| 4 | Evidence of successfully being responsible for allocation and monitoring of financial resources targeted at pupil achievement  | E |  |  |  |
| 5 | Evidence of making a positive impact on the development and improvement of a school  | E |  |  |  |
| 6 | Evidence of leading successful strategies used to raise pupil attainment and achievement at school level | E |  |  |  |
| 7 | Ability to successfully lead, coach and motivate staff, including professional development and effective management of under performance | E |  |  |  |
| **C** | **PROFESSIONAL KNOWLEDGE AND UNDERSTANDING**  | **E/D** | **A** | **I** | **R** |
| 1 | Knowledge of strategies to achieve effective learning, teaching and assessment  | E |  |  |  |
| 2 | Knowledge and understanding of a range of assessments, statutory and non-statutory | E |  |  |  |
| 3 | Knowledge in the use of data to establish benchmarks and set targets for improvement  | E |  |  |  |
| 4 | A knowledge and understanding of curriculum from Foundation Stage to KS2 | E |  |  |  |
| 5 | Detailed knowledge and understanding of the specific responsibilities associated with the position | E |  |  |  |
| 6 | An ability to evaluate quality of teaching and learning and implement actions that lead to improvement  | E |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 7 | A range of leadership skills to develop productive relationships and promote high performing team work  | E |  |  |  |
| **D** | **PERSONAL SKILLS AND ATTRIBUTES**  | **E/D** | **A** | **I** | **R** |
| 1 | A commitment to equality and diversity  | E |  |  |  |
| 2 | Strong interpersonal, written and oral communication skills, including ICT skills | E |  |  |  |
| 3 | Honest and intellectually brave with high standards of integrity | E |  |  |  |
| 4 | The ability to act consistently as a positive role model to all stakeholders, particularly pupils and staff | E |  |  |  |
| 5 | A commitment to the safeguarding and welfare of all pupils and staff | E |  |  |  |
| 6 | An ability to challenge and motivate others to create a forward thinking organisation committed to the Academy’s improvement  | E |  |  |  |
| 7 | Good self management, including time management and working under pressure and to deadlines  | E |  |  |  |
| 8 | An ability to influence for the good key stakeholders, particularly families and the wider local community | E |  |  |  |

CODE

E/D:- Essential or Desirable A:- Application Form

 I:- Interview/Presentation R:- References