



Person Specification: Deputy Director of Learning

Qualifications

	Essential	Desirable
Qualified to degree level or above	√	
Possesses QTS status or equivalent	√	

Experience

	Essential	Desirable
Experience of leading an element of a subject (e.g. a particular key stage) or an entire subject		√
Evidence of successful practice as a subject leader and/or teacher in a secondary school	√	
Experience of continually improving teaching practice to increase student achievement and progress	√	
Effective use of self-evaluation and data analysis in order to facilitate improvement		√
Evidence of continually improving the teaching and learning of their subject.	√	
Evidence of the ability to plan a curriculum and develop appropriate schemes of learning which match pupils needs.	√	
Evidence of involvement in extracurricular activity.		√

Leadership

	Essential	Desirable
An ability to lead by example		√
Effective team worker and leader	√	
Establishes a 'learning culture'	√	
Understands the need for collegiality in a school environment	√	
Holds people to account and ensures consistently good practice.		√
A commitment to the vision and values of Lyng Hall School.	√	
Ensures a positive, evolving culture.	√	
Motivation to continually improve standards and inspire excellence	√	
Possesses empathy and the ability to communicate well.	√	
Can motivate, inspire and influence students and staff.	√	
Develops plans with appropriate SMART objectives		√
Anticipates and pro-actively plans for change	√	
Commitment to the safeguarding and welfare of all students	√	



Teaching and Learning

	Essential	Desirable
Effective and adaptable ICT skills	√	
Numerate so that data analysis can be facilitated	√	
Effective communication skills	√	
Possesses energy, enthusiasm, resilience and perseverance	√	
A commitment to educational research in order to facilitate learning		√
Excellent classroom teacher with the ability to reflect on lessons and continually improve their own practice	√	
Understands the difference between good and outstanding classroom practice	√	
Effective and systematic behaviour management, with clear boundaries, sanctions, praise and rewards	√	
Thinks strategically about classroom practice and tailoring lessons to students needs		√
Understands and interprets complex student data to drive lesson planning, achievement and progress		√
Excellent planning and organisational skills	√	
The ability to produce correspondence/documents, appropriate for a specific audience and in well-written English, ensuring the tone is appropriate to the purpose		√

