



## Cheslyn Hay Sport and Community High School

### Deputy Headteacher (Student Progress and Outcomes) - *Person Specification*

The school is seeking to appoint someone who has the necessary breadth of experience and expertise to fulfil successfully the role of Deputy Headteacher. It is essential, therefore, that the successful candidate is familiar with the National Standards for Headteachers and demonstrates that he or she already possesses enough of the knowledge and professional qualities contained within the six key areas to be able to run the school in the absence of the Headteacher. The essential knowledge, skills and personal capabilities that relate to the specific responsibilities of this role are listed below.

ATTRIBUTES	ESSENTIAL	DESIRABLE	EVIDENCE
<b>Professional qualification</b>	<ul style="list-style-type: none"> <li>QTS (secondary)</li> <li>Good Honours degree</li> </ul>	<ul style="list-style-type: none"> <li>Post graduate qualification</li> <li>Recent CPD experience e.g. NPQH</li> <li>Appropriate professional training e.g. Level 2 Safeguarding</li> </ul>	<ul style="list-style-type: none"> <li>Application form</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>Substantial successful teaching experience across the 11-18 age range within a comprehensive school</li> <li>Significant middle leadership responsibility</li> <li>Significant whole school responsibility</li> <li>Has a proven track record of success of improving student progress and raising achievement, developing strategies for ensuring outstanding progress for <b>ALL</b> students</li> <li>Has experience of tracking attainment, progress and pastoral data at school and departmental level</li> </ul>	<ul style="list-style-type: none"> <li>Experience of working in at least two 11-18 comprehensive schools</li> <li>Significant senior leadership responsibility in securing accountability</li> <li>Participation in working with other schools/agencies</li> <li>Pastoral, inclusion, SEND or safeguarding experience</li> <li>Quality assurance of teaching and learning</li> <li>Leading CPD sessions at whole school level</li> </ul>	<ul style="list-style-type: none"> <li>Letter of application</li> <li>Application form</li> <li>References</li> <li>Interview Days</li> </ul>
<b>Knowledge and Skills</b>	<b>Knows about:</b> <ul style="list-style-type: none"> <li>How to analyse and evaluate data to inform action, target intervention to improve student progress and outcomes</li> <li>The use of a range of evidence, including performance data, to support, monitor, evaluate and improve aspects of school life, including challenging poor performance</li> <li>How to secure good standards of personal development, behaviour and welfare</li> </ul>	<b>Knows about</b> <ul style="list-style-type: none"> <li>What great teaching and learning looks like and how to bring about an outstanding learning culture</li> <li>Inclusion and SEN</li> <li>Recent developments towards the new OFSTED framework and the process and the effectiveness of</li> </ul>	<ul style="list-style-type: none"> <li>Letter of application</li> <li>Application form</li> <li>References</li> <li>Interview Days</li> </ul>

	<ul style="list-style-type: none"> <li>Strategies for ensuring inclusion, diversity and access</li> <li>Different intervention approaches and how to narrow the gap for different groups of students</li> <li>Principles and models of self-evaluation and school improvement</li> <li>Strategies to promote individual and team development</li> <li>Performance Management and the relationship between managing performance, CPD and sustained school improvement</li> <li>Relevant and latest legislation and guidance in relation to working with, and the protection of, children and young people</li> <li><b>Has:</b></li> <li>The ability to raise standards of attainment and achievement within the school</li> <li>Ability to lead, inspire, develop, manage and support a team of colleagues</li> <li>Excellent communication skills and ICT skills</li> <li>High expectations of students and the ability to ensure that all students' needs are met</li> <li>The ability to build positive relationships with colleagues, students and parents</li> <li>Excellent decision making skills and the ability to prioritise and use time effectively</li> </ul>	<p>self-evaluation.</p> <ul style="list-style-type: none"> <li>Assessment and Assessment for Learning</li> </ul> <p><b>Has:</b></p> <ul style="list-style-type: none"> <li>Been involved the formulation of whole school aims, policies and practices.</li> <li>Led on whole school initiatives.</li> <li>Been involved in school self-evaluation.</li> <li>Experience of raising academic standards at post-16.</li> <li>Pastoral experience</li> <li>Experience of reporting to Governors</li> </ul>	
<b>Skills and personal capabilities</b>	<p><b>Is able to:</b></p> <ul style="list-style-type: none"> <li>Demonstrate behaviours that inspire and motivate others</li> <li>Have a visible and positive presence around school</li> <li>Lead innovative and successful whole school initiatives</li> <li>Communicate effectively with a range of audiences</li> <li>Be high profile and accessible around the school</li> <li>Access, analyse and interpret information</li> <li>Celebrate excellence and challenge poor performance</li> <li>Foster an open, fair, equitable culture and manage conflict</li> <li>Challenge, influence and motivate others to attain high goals</li> <li>Prioritise, plan and organise themselves and others</li> </ul>		<ul style="list-style-type: none"> <li>References</li> <li>Interview</li> </ul>
<b>Personal</b>	<p><b>Is committed to:</b></p>	<ul style="list-style-type: none"> <li>A keenness for further professional development</li> </ul>	<ul style="list-style-type: none"> <li>Application form</li> </ul>

<b>qualities</b>	<ul style="list-style-type: none"> <li>• The protection and safeguarding of children and young people</li> <li>• The raising of standards for all in the pursuit of excellence</li> <li>• The continuing learning of all members of the school community</li> <li>• Inclusion, equal opportunities and a willingness to promote spiritual, social, moral and cultural development</li> <li>• The developing and sustaining of a safe, secure and healthy school</li> <li>• Working in the close partnership with staff, parents and other professionals</li> </ul> <p><b>Possesses:</b></p> <ul style="list-style-type: none"> <li>• A commitment and passion for the improvement of teaching and learning</li> <li>• Generosity of spirit</li> <li>• Enthusiasm and commitment</li> <li>• Tact and discretion</li> <li>• Resilience and tenacity</li> <li>• Stamina and drive</li> <li>• Integrity and loyalty</li> <li>• A good sense of humour</li> </ul>	<ul style="list-style-type: none"> <li>• Willingness to participate in whole school extra-curricular activities/events</li> </ul>	<ul style="list-style-type: none"> <li>• References</li> <li>• Interview</li> <li>• Letter of application</li> </ul>
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