Person specification

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| JOB TITLE | GRADE |
| Deputy Headteacher | L20 – L24 |

NOTE TO APPLICANTS: Whilst all points on the specification are important, those marked ‘E’ are the key requirements. You should pay particular attention to these points and provide evidence of meeting them. Failure to do so may mean that you will not be invited to interview.

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|  | Necessary requirements | Essential or Desirable? |
| **Qualifications and experience** | A good degree and strong academic background | E |
| Qualified Teacher Status | E |
| Significant further education and/or professional development relevant to senior leadership | D |
| Demonstrable track record of delivering excellent academic outcomes (well beyond your own classroom) | E |
| Successful leadership of a good-sized department or faculty | D |
| Evidence of direct, personal impact in delivering excellent academic outcomes as a senior leader | D |
| Demonstrable personal impact in improving the quality of teaching and learning of individuals and teams | E |
| Experience of successful senior leadership in at least one school  | E |
| Experience of working in more than one school | D |
| Experience of going through at least one successful Ofsted inspection as a senior leader | D |
| Successful experience of contributing to the leadership of pastoral welfare and development | D |
| **Skills and abilities** | Secure track record of impact as an excellent classroom practitioner | E |
| Excellent written and oral communication and good ICT skills | E |
| Excellent understanding of how to use systems (including data systems) and structures to monitor students’ progress and raise standards across year groups and a key stage | E |
| Ability to sensitively and positively manage difficult situations including conflict with staff, parents and students | E |
| Ability to think and operate strategically, at a whole-school level | E |
| **Professional knowledge and understanding** | Excellent understanding of the most effective pedagogical strategies for maximising pupil progress, including an awareness and understanding of some of the latest research in this area | E |
| Excellent knowledge and understanding of the latest policy developments in education and the likely implications of these for schools in the short, medium and long-term | E |
| Detailed understanding of policy and best practice in at least one of the following areas: appraisal; curriculum modelling; data analysis; timetabling; whole-school assessment and reporting; CPD. | E |
| Knowledge and understanding of the statutory requirements of legislation concerning equal opportunities, disability, health and safety and safeguarding | E |
| Sound understanding of child protection procedures and safeguarding  | E |
| **Personal qualities** | A genuine respect for, and motivation for working with, young people, a commitment to inclusive education and a willingness to respond to the needs of all  | E |
| A total commitment to continually improving the quality of education for all students and the drive, determination, resilience and capacity for sustained hard work necessary to make this happen | E |
| The ability to lead, motivate and inspire and to build warm and effective professional relationships with staff, students and parents | E |
| Excellent organisational skills | E |
| Reliability, professionalism and integrity | E |
| **Other requirements** | Enhanced DBS Disclosure | E |
| Flexibility with working hours to cover extra-curricular activities outside of school hours including, for example, open evenings, musical productions and sporting events | E |