

High Bank Junior Infant and Nursery School

Person Specification - Deputy Head Teacher

Criteria	Method of Assessment	
	Essential/Desirable	Method of assessment Application/ Interview/Lesson observation
1. Qualifications		
Qualified Teacher Status	E	Α
Evidence of Commitment to own Professional and Leadership development	E	Α
Further professional qualification	D	Α
 Qualification or successful experience in facilitating professional development of others to improve pupil outcomes. 	E	A/I
2. Experience		
 Evidence of substantial teaching experience throughout the key stages 	E	A/I
Experience of Leadership role	E	A/I
 Experience of recording, monitoring and analysing the progress of children through assessment systems 	E	A/I
 Evidence of the promotion and maintenance of high standards of behaviour and classroom management 	E	A/I
Experience of leading and implementing a whole school initiative	E	A/I
Experience of successfully leading and contributing to the strategic organisational change as a member of a team	E	A/I
 Experience of leading and supporting staff within a school 	E	A/I
 Experience of monitoring, challenging and supporting/coaching staff to ensure good to outstanding teaching and learning 	E	A/I
 Evidence of developing and maintaining excellent relationships with key stake holders, including parents, governors, staff and the community 	E	A/I

3. Knowledge/ Skills/leadership attributes		
 An outstanding professional in teaching and learning 	E	A/I/LO
 A thorough knowledge, understanding and engagement with key issues facing the education sector a 	t E	A/I
both National and local level		
 An ability to demonstrate extremely high standards of personal integrity, loyalty, discretion and 	E	A/I
professionalism		
 An ability to develop others through a mentoring and coaching approach 	E	A/I
 Secure knowledge of statutory requirements relating to curriculum and assessment 	E	A/I
 Commitment to safeguarding and promotion of the welfare of children and young people 	E	A/I
A dedication to high academic standards	E	A/I
Ability to manage own time effectively	E	A/I
 Inspirational and passionate about raising standards and achievements for all 	E	A/I
 Have the skills and ability to develop and support other staff's professional ambitions 	E	A/I
 Ability to be collaborative, able to develop trust, confidence and positive partnerships within and 	E	A/I
beyond the school		
 An ability to articulate and demonstrate the strategic vision of the school to a variety of audiences 	E	A/I
 A highly successful leading professional, creative and confident 	E	A/I
 An ambassador for school, working with integrity and to the highest of professional and personal 	E	A/I
standards at all times	E	A/I
 Confident to communicate effectively, orally and in writing to a range of audiences- e.g. staff, pupils, 	_	A /I
parents and governors	E	A/I
 Build on current good practice whilst moving the school forward with vision and vigour 	_	Δ /1
 Develop effective teamwork and be able to contribute effectively to a range of teams 	E F	A/I
 Manage and resolve conflict sensitively 		A/I
 Work under pressure, maintaining a sense of perspective and humour 		A/I A/I
Have resilience and integrity		The state of the s
An ability to be flexible and adapt to change		A/I
 Experience or ability to lead and manage the effective provision for children with special educational 	E	A/I A/I
needs and across the school		A/I
4. Other Requirements		
Enthusiasm and humour	E	A/I
 Knowledge of and Training in Safeguarding and Safer Recruitment 	D	A/I
 Knowledge of and Training in Safeguarding and Safer Recruitment Commitment to activities outside of the normal school day 	E	A/I
·	F	A/I
Fulfil the requirements of an enhanced DBS disclosure	L	771