

Bushey Primary Education Federation

Federation Deputy Headteacher

Person Specification

1. QUALIFICATIONS		Essential	Desirable
1.1 Qualified Teacher Status	A	x	
1.2 Postgraduate qualification	A		x
1.3 National professional qualification	A		x
2. EXPERIENCE			
2.1 Successful leadership across primary age phase	A, I	x	
2.2. Substantial, successful and varied teaching experience, across the primary age-range,	A, I	x	
2.3 Direct experience of strategic planning and managing resources and budgets	A, I, S		x
2.4 Experience of developing successful relationships with colleagues, governors, parents and other stakeholders	I, S	x	
2.5 Evidence of outstanding teaching and ability to demonstrate -its impact on pupil progress over the past 3 years	A, I, S	x	
2.6 Evidence of managing, coaching and supporting -others to improve their practice	I, S		x
2.7 Evidence of independently developed, implemented, tracked and evaluated strategies -for raising standards and improving pupil progress	A, I, S	x	
2.8 Evidence of managing leaders, teachers, resources and of leading cross school CPD that has had a clear and positive impact on teaching and learning	A, I, S	x	
2.9 Evidence of regular analysis of pupil achievement and attainment data to identify trends and implement measures to address underachievement	I, S	x	
2.10 Evidence of using and developing school wide positive behaviour management strategies effectively	I, S	x	
3. KNOWLEDGE			
3.1 Strategies for improving the quality of teaching and learning and accelerating pupil progress	I, S	x	
3.2 Strategies for school improvement and raising standards of achievement across a school or federation	I, S	x	
3.3 Strong grasp of the latest research, policy and best practice in teaching and learning strategies and curriculum design and delivery.	A, I, S	x	

3.4 Effective leadership and management strategies	I, S	x	
3.5 Understanding of how to develop an effective learning environment appropriate to the needs of abilities of all pupils	I, S	x	
3.6 Understanding of appropriate strategies for managing pupil behaviour	I, S	x	
3.7 Understanding the implications of equal opportunities, inclusion and diversity issues	I	x	
3.8 Clear knowledge of the new Ofsted inspection framework (and associated research) and a view as to the implications for schools	I	x	
3.9 Knowledge of current educational issues and developments	I	x	
3.10 Understanding of whole school safeguarding procedures	I	x	
4. SKILLS AND ABILITIES			
4.1 A highly motivated, energetic, enthusiastic and experienced team leader and member who is approachable and promotes positive relationships	I, S	x	
4.2 A creative teacher who motivates and inspires children to achieve their full potential	I, S	x	
4.3 Highly organised with the ability to prioritise and excellent time-management skills. Never misses deadlines and is positive in response to demands on time.	I, S	x	
4.4 Excellent communication skills, and evidence of an ability to maintain positive relationships with colleagues, children, parents, governors and other stakeholders	A, I, S	x	
4.5 Committed to a high level of pastoral care	I, S	x	
4.6 Proficient in the use of technology to support the curriculum and administrative aspects of the role	I, S	x	
4.7 Resilient, flexible and able to cope with the pressures of a demanding leadership position	A, I, S	x	
4.8 Ability to tailor your approach to each conversation to be appropriate to the stakeholder, responding clearly with fine shades of meaning, even in complex situations	I	x	

Key

A = Application

I = Interview

S = Supporting Statement