

## SECONDARY SCHOOL DEPUTY PRINCIPAL: PERSON SPECIFICATION

Essential	Desirable	Evidence
<b>Qualifications and experience</b>		
<ul style="list-style-type: none"> <li>• First degree.</li> <li>• Qualified teacher status.</li> <li>• A continued commitment to own professional development.</li> <li>• Successful experience as a middle leader.</li> <li>• Teaching experience within the designated age range.</li> <li>• Of child-safeguarding issues and successful use of measures that promote and ensure the safe-guarding of children.</li> </ul>	<ul style="list-style-type: none"> <li>• Successful experience as a senior leader.</li> <li>• Further relevant professional studies.</li> <li>• Experience of more than one school/academy.</li> <li>• Experience of more than one key stage.</li> </ul>	A/F Certificates References
<b>Leading strategically with specific reference to specialism</b>		
<b>Knowledge and understanding of</b> <ul style="list-style-type: none"> <li>• Models of effective leadership and organisational structures.</li> <li>• New technologies and their potential impact.</li> <li>• Strategic planning processes, tools and techniques.</li> <li>• Ways of achieving stakeholder and community engagement.</li> <li>• Leading change, creativity and innovation.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>• Think strategically, analytically and creatively.</li> <li>• Deal with complexity and uncertainty.</li> <li>• Build a vision and communicate clear purpose and sense of direction.</li> <li>• Anticipate, lead and manage change.</li> <li>• Use research to support and challenge practice.</li> <li>• Inspire, challenge, motivate and empower others to attain challenging outcomes.</li> <li>• Celebrate achievement and acknowledge excellence.</li> <li>• Model the vision and values of the school.</li> </ul>	<b>Knowledge and understanding of:</b> <ul style="list-style-type: none"> <li>• Developments in education at local, national and global levels.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>• Work strategically with governing body.</li> <li>• Demonstrate political acumen.</li> <li>• Build capacity and achieve sustainability.</li> </ul>	A/F Certificates References
<b>Leading teaching and learning with specific reference to specialism</b>		

Essential	Desirable	Evidence
<b>Knowledge and understanding of:</b> <ul style="list-style-type: none"> <li>• Methods to ensure the specified teaching standards are harnessed and maintained by all teaching staff.</li> <li>• Subject curriculum design and management.</li> <li>• Ways of applying effective practice and research evidence to improve outcomes.</li> <li>• Principles of quality learning, teaching and assessment including school review and self-evaluation.</li> <li>• Use of external support and expertise.</li> <li>• New technologies to support learning and teaching.</li> <li>• Strategies for improving outcomes and achieving excellence for all.</li> <li>• Tools for data collection and analysis.</li> </ul>	<b>Knowledge and understanding of:</b> <ul style="list-style-type: none"> <li>• Political impact of external, community or family factors on learning.</li> <li>• Behaviour and attendance management.</li> <li>• Timetable preparation and management.</li> </ul>	A/F  Letter of application  References  Interviews
<b>Skills:</b> <ul style="list-style-type: none"> <li>• Design, develop and deliver the curriculum.</li> <li>• Demonstrate equality and diversity in teaching and learning.</li> <li>• Achieve the best possible learning outcomes for all.</li> <li>• Use developmental models for teaching and learning.</li> <li>• Engage parents in student's teaching and learning.</li> <li>• Manage and use performance data.</li> <li>• Deploy technology to support teaching and learning.</li> <li>• Develop and use effective assessment and moderation systems.</li> <li>• Understand whole school culture of best practice in teaching and learning.</li> <li>• Understand flexible and comprehensive learning opportunities for all students.</li> <li>• Capitalise on appropriate sources of external support and expertise.</li> <li>• Evaluate, review and develop systems and structures.</li> </ul>		

Essential	Desirable	Evidence
<b>Leading the organisation with specific reference to specialism</b>		
<b>Knowledge and understanding of:</b> <ul style="list-style-type: none"> <li>• Employment market, effective recruitment, deployment and management of staff.</li> <li>• Technology to enhance organisational effectiveness.</li> <li>• Strategies to maximise contributions from the workforce.</li> <li>• Accountability frameworks.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>• Seek expertise and advice from within and outside the school.</li> <li>• Delegate, collaborate and distribute leadership.</li> <li>• Manage others within an accountability framework.</li> <li>• Create an environment which enables people to perform at their best and underpins effective employee relations.</li> </ul>	<b>Knowledge and understanding of:</b> <ul style="list-style-type: none"> <li>• Legal issues relating to leading and managing a school, derived from all relevant statutory and regulatory frameworks.</li> <li>• Development of and access to school buildings and facilities.</li> <li>• Strategic financial planning, budget management and principles of best value.</li> <li>• Organisational development, planning and implementing change.</li> <li>• Project management techniques.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>• Manage the school's financial, human and physical resources.</li> <li>• Establish structures and systems so operational decisions are based on informed discussion.</li> <li>• Develop and sustain a safe, secure and healthy school environment.</li> <li>• Create a working environment which takes account of workload and work-life balance.</li> <li>• Manage industrial relations.</li> </ul>	A/F  Letter of application  References  Interviews
<b>Leading people with specific reference to specialism</b>		
<b>Knowledge and understanding of:</b> <ul style="list-style-type: none"> <li>• Significance of interpersonal relationships, including impact on teacher performance and pupil learning.</li> </ul>	<b>Knowledge and understanding of:</b> <ul style="list-style-type: none"> <li>• Building and sustaining a learning community within a</li> </ul>	A/F

Essential	Desirable	Evidence
<ul style="list-style-type: none"> <li>• Performance management, continuous professional development and sustained school improvement.</li> <li>• Building motivation, including the importance of celebrating achievement.</li> <li>• Own performance, ways of obtaining feedback and how to improve.</li> <li>• Support and development systems for individuals and teams.</li> </ul>	diverse workforce.	<p>Letter of application</p> <p>References</p> <p>Interviews</p>
<b>Skills:</b> <ul style="list-style-type: none"> <li>• Develop self-awareness, self-management and self-confidence and use effectively.</li> <li>• Listen, reflect and communicate effectively.</li> <li>• Give feedback and provide support to improve performance.</li> <li>• Hold people to account and challenge under performance.</li> <li>• Develop a culture of learning and continuous professional development.</li> <li>• Receive and act on feedback to build on strengths and improve personal performance.</li> <li>• Create a culture which encourages ideas and contributions from others.</li> <li>• High standards of personal and professional conduct.</li> </ul>	<b>Skills:</b> <ul style="list-style-type: none"> <li>• Negotiate and manage conflict, providing appropriate support.</li> <li>• Foster an open, fair and equitable culture.</li> <li>• Motivate, develop, empower and sustain individuals and teams.</li> </ul>	
<b>Leading in the community with specific reference to specialism</b>		

Essential	Desirable	Evidence
<p><b>Knowledge and understanding of:</b></p> <ul style="list-style-type: none"> <li>Multi-agency work (including the team around the student), benefits and risks of multi-agency working.</li> <li>Collaboration and partnership working (including school, home, community and business partnerships).</li> <li>Wider curriculum beyond the school and opportunities it provides.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Establish and engage in partnerships, including working with multi-agency teams.</li> <li>Consult, engage and communicate with staff, pupils, parents and carers to enhance pupil's learning.</li> <li>Engage in cross phase working and transition issues.</li> </ul>	<p><b>Knowledge and understanding of:</b></p> <ul style="list-style-type: none"> <li>Extended service provision, commissioning and contracting.</li> <li>The diversity of professional cultures and ways of working.</li> <li>Diversity and community cohesion issues.</li> <li>Strengths, capabilities and objectives of other schools, services and agencies.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Collaborate and work within and across the community.</li> <li>Engage the community in systematic evaluation of the school's work and act on outcomes.</li> <li>Take a leadership role within and across the community.</li> <li>Engage in school-to-school collaboration and contribute to leadership in the wider education system.</li> <li>Contribute to achievement of community cohesion.</li> <li>Broker and commission services.</li> </ul>	<p>A/F</p> <p>Letter of application</p> <p>References</p> <p>Interviews</p>