



	Deputy Headteacher - CRITERIA	Essential / Desirable
Work related circumstances – professional values and practices of Canon Slade School within the Bishop Fraser Trust	High expectations of all students and a strong commitment to inclusion; respect for their social, cultural, linguistic, religious and ethnic background and a commitment to overcoming barriers and raising their educational achievements	E
	Ability to build and maintain successful relationships with students, treat them consistently, with respect and consideration and demonstrate concern for their development as learners	E
	A passionate belief in the Trust's Christian ethos and educational purpose, demonstrating and promoting the positive values, attitudes and behaviour they expect from the students with whom they work	E
	A strong commitment to the value of teamwork, wanting and able to work collaboratively with colleagues and carry out the role effectively, knowing when to seek help and advice	E
	Able to liaise sensitively and effectively with parents and carers recognising their role in student learning	E
	Commitment to support the Trust's agenda for safeguarding	E
	Commitment to the pursuit of continuous professional development by oneself and others	E
	Flexible with an ability to be able to embrace and generate change	E
	Lead, demonstrate and be supportive of the Christian values and foundation throughout the school and wider community	E
	A full and active member of a church in membership of, or sharing the statement of belief of, Churches Together in England and/or Churches Together in Britain & Ireland	D
Personal Qualities	Strongly self-motivated with personal resilience, persistence and perseverance	E
	Exceptional levels of personal integrity, discretion, honesty, reliability and self-awareness	E
	Presence, dynamism, good sense of humour and approachability	E
	Creative, constructive, insightful and innovative approach to problem solving	E
	Strong intellect underpinned by a clear moral compass, instinct and intuition	E
	Conscientious and diligent work ethic	E
	High standard of professional personal presentation with an excellent attendance and time-keeping record	E
	Patience, kindness and understanding	E
Qualifications	Honours degree	D
	Qualified Teacher Status or equivalent in specialist area	E
	Evidence of Continuous Professional Development	E
	Senior management qualification (e.g. NPQSL, NPQH, Christian Leadership Programme etc.)	D
Experience	Senior post holder with experience of whole school leadership responsibility (e.g. Deputy or AHT, or other whole school senior leadership responsibilities in a secondary school/academy)	E
	Experience in more than one school/academy	D
	Motivating others to achieve a common goal and engender discretionary effort from your reports through role modelling appropriate behaviours	E

	Deputy Headteacher - CRITERIA	Essential / Desirable
	Track record of holding others to account and having difficult conversations	E
	Track record of outstanding learning and teaching practice	E
	Successful and sustained delivery of outstanding attainment and achievement	E
	Partnership working and collaboration within a school, college or local authority context	E
	Developing and leading the implementation of change to sustain whole school improvement	E
	Developing and implementing whole-school intervention strategies to sustain and enhance outstanding attainment	E
	Senior Leadership in a church school setting	D
	Track record of successfully teaching key stage 5	D
	Development and production of a school's timetable	E
	Developing and enhancing the curriculum of a school	E
Abilities, Skills & Knowledge	Ability to teach up to A Level	E
	Strong interpersonal skills with the ability to coach and motivate professionals, individually and within groups, to achieve individual and collective targets	E
	Determination to hold people to account and challenge underperformance	E
	Ability to manage and resolve conflict, to negotiate and provide appropriate support	E
	Commitment to fostering an open, fair and equitable culture, which encourages ideas and contributions from others	E
	Ability to develop and implement strategies to enhance and sustain whole school initiatives	E
	Ability to work with a range of external agencies and stakeholders to deliver whole-school initiatives	E
	Ability to communicate effectively with, and write reports for, a range of stakeholders, including students, staff, governors and external agencies	E
	Ability to set clear targets, track and manage progress and develop strategies to achieve desired outcomes	E
	Knowledge of curricula, specifications and assessment criteria	E
	Ability to work autonomously, prioritise conflicting demands and thrive under pressure	E
	ICT skills to manage and report on performance data to a range of audiences (Ofsted, governors, parents, staff and students)	E
	Understanding of contemporary issues relating to curriculum and attainment	E
Safeguarding of Children and Young People Relationships	Ability to form and maintain appropriate relationships and personal boundaries with children and young people	E