**WALTON-LE-DALE HIGH SCHOOL**

 **DEPUTY HEADTEACHER PERSON SPECIFICATION**

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| APPLICATION FORM AND LETTER |
| **Qualifications** | **Essential** | **Desirable** |
| Qualified Teacher Status | **√** |  |
| Recognised Degree or equivalent | **√** |  |
| Higher degree |  | **√** |
| Post-entry curriculum or management qualification |  | **√** |
| Potential for Headship |  | **√** |
| Professional development over the past three years in preparation for Deputy Headship | **√** |  |
| **Experience of Teaching and School Management** | **Essential** | **Desirable** |
| On appointment, at least 3 years’ experience in a Middle or Senior Leadership role in an 11-16 or 11-18 school | **√** |  |
| On appointment, at least 8 years’ secondary phase teaching experience  | **√** |  |
| Teaching experience in more than one secondary school,  |  | **√** |
| including recent substantial experience: |  |  |
| * in a comprehensive community school;
 |  | **√** |
| * in a school with a significant number of disadvantaged students
 |  | **√** |
| Involvement in whole-school management and development: |  |  |
| * school development planning and evaluation
 | **√** |  |
| * developing pastoral and inclusion systems
 | **√** |  |
| * effective team leadership
 | **√** |  |
| * involvement in safeguarding practice
 |  | **√** |
| * working with partners and the local community
 |  | **√** |
| **Professional Development** | **Essential** | **Desirable** |
| Recent INSET attended in management | **√** |  |
| Recent INSET attended in curriculum or pastoral area(s) |  | **√** |
| Understanding of current issues relating to provision for children with SEN | **√** |  |
| Understanding of current issues relating to child protection | **√** |  |
| **Presentation & Accuracy** | **Essential** | **Desirable** |
| Letter is clear, concise, accurate and presented in an organised way | **√** |  |
| Letter should outline a clear educational philosophy and link this with the requirements of the post and the school | **√** |  |
| Application form should be fully completed, accurate and legible | **√** |  |
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| LETTER AND INTERVIEW |
| **Knowledge, Skills and Attributes** |  |  |
| Candidates should be able to show that they have: | **Essential** | **Desirable** |
| * a commitment to a child-centred, inclusive school ethos
 | **√** |  |
| * a thorough knowledge and understanding of current educational issues, including national policies, priorities and legislation
 | **√** |  |
| * good knowledge and understanding of current inclusion and pastoral issues relevant to the needs of the school
 | **√** |  |
| * clear awareness of whole school management issues
 | **√** |  |
| * self-confidence, personal impact and presence
 | **√** |  |
| * the ability to relate well to students, parents, staff and governors
 | **√** |  |
| * good communication skills
 | **√** |  |
| * high levels of commitment, enthusiasm and motivation
 | **√** |  |
| * the ability to plan and deliver INSET
 | **√** |  |

**INTERVIEW, LETTER AND REFERENCES**

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| **Personal and professional qualities and attributes** |  |  |
| Candidates should be able to provide evidence that they have the necessary qualities and attributes required by the post. They should be able to: | **Essential** | **Desirable** |
| * build and maintain effective relationships
 | **√** |  |
| * think strategically to create a coherent school vision
 | **√** |  |
| * demonstrate care for individual young people and their families
 | **√** |  |
| * inspire, challenge, motivate and empower others to carry the vision forward
 | **√** |  |
| * demonstrate effective teamwork skills
 | **√** |  |
| * demonstrate personal enthusiasm for and commitment to the leadership process
 | **√** |  |
| * foster an open, fair and equitable culture
 | **√** |  |
| * manage conflict
 | **√** |  |
| * prioritise, plan and organize themselves and others
 | **√** |  |
| * think creatively to anticipate and solve problems
 | **√** |  |
| * listen to and reflect on feedback
 | **√** |  |

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| CONFIDENTIAL REFERENCES |
| Professional references should show: |  |  |
|  | **Essential** | **Desirable** |
| * a strong level of professional support and a positive recommendation from the applicant’s current employer
 | **√** |  |