



Harrop Fold School

MAKING THE DIFFERENCE

PERSON SPECIFICATION - Deputy Headteacher - Culture & Ethos

The PS outlines key areas of generic skills and attributes expected of all senior leaders as well as the priorities for the school.

Specification	Essential	Desirable	Evidence
1. <i>Qualifications</i>	<ul style="list-style-type: none"> • Qualified teaching status • Evidence of continuous professional development • A degree qualification – 2i or above 	<ul style="list-style-type: none"> • Higher Degree • NPQH or equivalent CPD 	Application form
2. <i>Experience</i>	<ul style="list-style-type: none"> • Relevant academic and teaching qualifications • An excellent classroom practitioner with high expectations and aspirations for students' achievement and engagement • Proven experience and ability to successfully lead behaviour and support teams and systems, evidencing significant impact • High level of data literacy to analyse trends across school and initiate effective responses • Have led measurable improvement projects within or outside their School or Academy • Set robust targets for all to secure high achievement • Implement and sustain effective systems for the management of staff performance • Significant contribution to the development of 	<ul style="list-style-type: none"> • Senior Leadership in a secondary setting • Experience of learning in challenging settings • Leadership of behaviour in a school 	Application form and interviews

	<p>spiritual, moral, social and cultural education of young people</p> <ul style="list-style-type: none"> • Monitoring and evaluation of student performance, identifying and implementing appropriate responses • A significant contribution to leadership strategy at senior level • An ability to manage others and secure accountability amongst colleagues • Working with external organisations to offer extended provision 		
<p>3.</p> <p><i>Education & Organisational Leadership</i></p> <p>a. Direction & Vision</p> <p>b. Driving Performance</p> <p>c. Teambuilding</p> <p>d. Development</p> <p>e. Change Management</p>	<ul style="list-style-type: none"> • Evidence of excellent leadership and management skills • Ability to build good relationships with all stakeholders • Current involvement in implementing School Improvement Planning • Excellent interpersonal and communication skills • Ability to communicate a clear vision for improving standards • Tangible evidence of driving performance upwards: staff and students • Able to demonstrate a pragmatic approach that is focused on delivering objectives, managing diverse priorities and workload • Able to demonstrate a commitment to the principles of diversity 	<ul style="list-style-type: none"> • Demonstrates the ability to build and maintain positive links and relationships with governors, parents and other stakeholders 	<p>Application form, supporting letter and interviews</p>

<p>4.</p> <p><i>Abilities, Skills and Knowledge</i></p>	<ul style="list-style-type: none"> • A firm grasp of a range of effective strategies to safeguard children in a modern educational setting • An understanding of current educational developments and a clear grasp of issues relating to education in general • An understanding of culture, values and ethos and how these are demonstrated in education and life in Britain • Leadership and management of school improvement and raising standards • An understanding of systems and strategies underpinning alternative provision • An understanding and experience of system leadership and a commitment to sharing excellence • Clear analytical skills and application of strategic thinking to whole school improvement 		<p>Application form, and interviews</p>
<p>5.</p> <p><i>Philosophy & Ethos</i></p>	<ul style="list-style-type: none"> • Integrity, holding the respect of colleagues at all levels with students at the heart of all actions • Commitment to high standards and continuing improvement • An understanding and commitment to equality and inclusion principles and practice • High expectations of student and staff personal development and conduct • Relentless personal drive and ambition anchored in success • Strong support for the ethos and values of the school • An ability to transmit vision and strategy to a variety of stakeholders 		<p>Application form, and interviews</p>

	<ul style="list-style-type: none"> • An ability to inspire and involve children, building self-esteem and motivation to succeed • An ability to work in collaborative partnership with a full range of people, parents, governors, community, business and LA • An ability to lead, manage and support teams • Well-developed social and communication skills • Tact, sensitivity, integrity, good judgement and a sense of humour 		
6. <i>Community</i>	<ul style="list-style-type: none"> • Confidence, independence and flexibility • A commitment to and ability to lead school improvement and manage change • Imaginative and innovative in leading teaching and learning • A vision for how outstanding behaviour for learning can contribute to student progress • Commitment and passion for teaching and lifelong learning • Commitment to working closely with governors to action vision • Ability to promote the school within a diverse community 	<ul style="list-style-type: none"> • Experience in building wider relationships in a diverse community 	Application form and interviews
7. <i>Safeguarding Children, Young People & Adults</i>	<ul style="list-style-type: none"> • Harrop Fold School is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults. All staff and volunteers are therefore expected to behave in such a way that supports this commitment 		