

Old Sarum School

PERSON SPECIFICATION: DEPUTY HEAD TEACHER

To ensure the effective running of this school we are looking to appoint a Deputy Head Teacher who will support the Head Teacher by sharing the responsibility of leading this school towards its goal of providing all members of our community with the highest quality learning experience and environment that we are able to.

Outlined below are areas of experience and expertise we seek in the successful post holders.

	ESSENTIAL	DESIRABLE
Professional qualifications & experience	<ul style="list-style-type: none">• Is a qualified teacher (e.g. Cert. Ed, B. Ed or other 1st degree with PGCE)• Shows evidence of significant and relevant continued professional development• Experience in a position which involves leadership	<ul style="list-style-type: none">• Has completed training in preparation for a senior leadership and management position.
Shaping the Future	<ul style="list-style-type: none">• Is able to articulate a strong, clear vision of high quality primary education which maximises the potential of a growing school• Can articulate ways of building, communicating and implementing a shared vision• Has experience of school self-evaluation and can describe effective strategies for undertaking this• Has experience of leading significant change which has impacted upon pupil outcomes (eg through subject leadership role)• Demonstrates a passion for school improvement	<ul style="list-style-type: none">• Has first hand experience and involvement in school improvement planning• Demonstrates understanding of the strategic planning processes• Experience leading moderation of assessment and carrying out data analysis is desirable.

Leading teaching and learning	<ul style="list-style-type: none"> • Have well developed leadership and management skills, and can articulate strengths and personal development needs • Demonstrates personal enthusiasm and substantial experience in teaching and learning • A strong commitment to inclusion with high expectations for all learners • An up to date knowledge of pedagogy and the essential skills and attributes of a good learner • Is an outstanding classroom practitioner who can model the principles of effective teaching and learning to a high standard • Has an excellent understanding of assessment and how it can be used to plan curricular interventions to accelerate pupil progress • Understanding the importance of ICT and E-Learning and its future implications • Can articulate strategies for improving the quality of teaching of colleagues • Has day to day working knowledge of the National Curriculum 	<ul style="list-style-type: none"> • Has experience of curriculum design and management • Has experience of working in partnership with senior staff to monitor, evaluate and improve teaching and learning • Has experience of using research evidence to inform teaching and learning • Has a good understanding of the requirements of transition between key stages • Has the flexibility to teach in all phases
Developing self and working with others	<ul style="list-style-type: none"> • Demonstrates creativity, empathy and enthusiasm to embrace new ideas and change. • Demonstrates commitment to shared leadership and effective team work • Understands the relationship between managing performance, professional development and school improvement • Can articulate strategies to develop professional learning of individuals and 	<ul style="list-style-type: none"> • Has experience of working alongside colleagues to improve their classroom practice • Has experience of giving effective feedback and acting to improve the performance of others

	<p>teams</p> <ul style="list-style-type: none"> • Acts on feedback or self evaluation in order to improve own performance • A reflective practitioner who is striving for continuous improvement • Demonstrates high expectations for self and others • Has experience of resolving conflict and managing challenging situations • Has flexibility, listens and is prepared to seek advice and support. 	
Managing the organisation	<ul style="list-style-type: none"> • Commitment to safeguarding and promoting the welfare of children • Able to prioritise, plan and organise own workload and that of others • Able to identify, establish and sustain appropriate management structures and systems • Displays the ability to think creatively to anticipate and solve problems • Able to manage their time effectively • Able to deputise in the Head teacher's absence • Ability to set and meet challenging targets, for pupils and the school, and to enable others to do this 	<ul style="list-style-type: none"> • Has experience of project management for planning and implementing change • Has successfully developed, implemented, monitored and evaluated school policies and record keeping • Has experience of implementing the performance management process and inducting/mentoring staff • Experience of managing a budget (eg. Subject leadership allocation) • Knowledge of the role of Governors • Experience or ability to take on the role of 'Champion' for disadvantaged pupils
Securing accountability	<ul style="list-style-type: none"> • Has a good understanding of the role of the governing body and can explain how the deputy head teacher will assist governors to discharge their responsibilities effectively • Has a good understanding of the role of the Local Authority and external bodies such as OFSTED 	<ul style="list-style-type: none"> • Has a good understanding of available data sets and how they might be used to benchmark a school's performance and as a tool for target setting • Has experience of reporting attainment and progress to a range of audiences (eg. A subject

	<ul style="list-style-type: none"> • Has a good understanding of the need to be accountable to parents for the education of their child and can articulate strategies that would enable parents to be involved in the life of the school • Has previous experience of challenging and supporting others in order to achieve specific targets • Demonstrates understanding of individual, team and whole school accountability for pupil learning outcomes 	leader's report to governors, presentation to parents)
Working with the whole school community	<ul style="list-style-type: none"> • Has successfully used a range of strategies to encourage parents to support their children's learning and realise the school's vision • Shows a commitment to a multi-agency approach for the well-being of pupils and families • Is able to listen to, reflect and act on feedback from stakeholders as appropriate • Shows a commitment to the wider curriculum beyond school and the opportunities it provides for pupils and the school community 	<ul style="list-style-type: none"> • Has experience of working collaboratively with other schools or communities to improve outcomes • Has the capacity to build partnerships and community consensus to support the school ethos and share responsibilities • Has experience of working actively and sensitively with families or leading multi-agency meetings
Personal skills and attributes	<ul style="list-style-type: none"> • Demonstrates a genuine empathy with children and enjoys their company • A clear communicator who engenders trust in others • Is a good listener • Is flexible and consistent with strength of character • Is capable of making reasoned judgments 	

	<ul style="list-style-type: none">• Is approachable and has integrity• Has a presence that inspires confidence• Is able to motivate and inspire• Is able and willing to delegate appropriate responsibilities• Has confidence in others to take a leadership role• Good sense of humor and makes learning fun• Enthusiastic, self-motivated and proactive• Has a positive attitude to change and is forward thinking• Is a reflective learner and has the ability to constructively challenge and question the Head teacher and leadership team• An even temperament and open personality• A broad range of interests beyond school life	
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