



# Ravens Wood School

## Person Specification – Deputy Headteacher

Area	Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• good Honours degree</li> <li>• qualified teacher status</li> </ul>	<ul style="list-style-type: none"> <li>• higher degree</li> <li>• further qualifications – education related</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• experience of implementing successful whole policies</li> <li>• experience of a variety of roles in SLT</li> <li>• excellent classroom teacher</li> <li>• track record in raising whole school academic standards across Key Stages</li> <li>• experience of managing other senior leaders</li> <li>• stoical and resilient</li> <li>• has been a Senior Member of a Leadership team</li> </ul>	<ul style="list-style-type: none"> <li>• experience of senior leadership in a similar size school</li> <li>• experience of working in a school with similar contextual characteristics</li> </ul>
<b>Professional Development</b>	<ul style="list-style-type: none"> <li>• a record of continuous professional development that includes training in leadership and management</li> <li>• experience of delivering training and helping to co-ordinate the professional development of others particularly in academic progress</li> </ul>	<ul style="list-style-type: none"> <li>• Management Qualification</li> <li>• experience of working with other schools and educational institutions</li> </ul>
<b>Strategic Leadership and Management</b>	<ul style="list-style-type: none"> <li>• ability to articulate and persuade others to share a vision of successful secondary education</li> <li>• to be able to align staff to the schools vision</li> <li>• ability to motivate staff, students, parents, governors and other stakeholders</li> <li>• evidence of successful planning, implementation, monitoring and evaluation of development strategies</li> <li>• ability to analyse data, develop strategic plans, set targets and monitor and evaluate progress</li> <li>• familiarity with effective strategies for raising the achievement of all students</li> <li>• experience of working in and leading teams at a Senior Level</li> <li>• ability to mentor and coach at Senior Leadership level and throughout the school</li> <li>• ability to delegate and support those with delegated responsibilities</li> <li>• is able to align the school community to the Trust's values</li> <li>• is able to work strategically and also operationally</li> <li>• is fair compassionate and has a strong sense of social justice</li> <li>• has a belief in the potential of all students</li> </ul>	<ul style="list-style-type: none"> <li>• evidence of successful implementation of change programme</li> <li>• experience of working with governors to enable them to fulfil their whole school responsibilities</li> <li>• successful involvement in staff recruitment, appointment, retention and induction</li> <li>• has worked at the highest level on complex leadership issues</li> </ul>

	<ul style="list-style-type: none"> <li>• has a desire to make a significant, long term difference to the school's community</li> </ul>	
<b>Teaching and Learning</b>	<ul style="list-style-type: none"> <li>• clear understanding of what constitutes a broad and balanced curriculum and how 14 – 19 curriculum should develop to meet statutory requirements and is differentiated and resourced to meet the needs of all students</li> <li>• clear understanding of what makes an outstanding teacher</li> <li>• demonstrable experience in the effective use of assessment to inform teaching and learning in order to help individual students make progress</li> <li>• experience of preparing staff for Ofsted</li> <li>• evidence of successful development of whole school academic achievement</li> </ul>	<ul style="list-style-type: none"> <li>• evidence of creating an effective learning environment and developing and implementing successful policy and practice for behaviour management</li> </ul>
<b>Accountability</b>	<ul style="list-style-type: none"> <li>• ability to communicate effectively, both orally and in writing, with staff, students, parents, governors and other stakeholders</li> <li>• experience of whole school self-evaluation strategies</li> <li>• has a good track record of monitoring</li> <li>• ability to provide clear and effective information and advice to staff and governors</li> <li>• secure understanding of strategies for the improvement of performance</li> </ul>	<ul style="list-style-type: none"> <li>• evidence of providing reports to governors and other appropriate bodies to whom the school is accountable</li> </ul>
<b>Other skills and attributes</b>	<ul style="list-style-type: none"> <li>• capacity and enthusiasm for hard work</li> <li>• be flexible with time and contribute to working outside of school hours</li> <li>• ability to motivate and inspire others</li> <li>• outstanding ICT skills</li> <li>• ability to organise, prioritise, delegate and manage the work of self and others</li> <li>• suitable to work with children and young people</li> <li>• positive and resilient outlook</li> <li>• ability to build and maintain good relationships</li> <li>• has a deep understanding of issues related to community cohesion</li> <li>• good communication skills</li> <li>• strong commitment to school improvement and raising standards for all</li> <li>• commitment to equalities, community cohesion and the educational needs of the communities served by the school</li> <li>• outstanding use of data</li> <li>• is a starter and a finisher</li> <li>• able to interpret and act on data, particularly with reference to Inclusion</li> <li>• experience and ability to deputise for a HT</li> <li>• ability to multi task and willing to take on multiple roles and responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>• has successfully mentored and coached senior leaders</li> </ul>

