

PERSON SPECIFICATION

POST TITLE: Experienced Deputy Head

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Qualified Teacher Status (QTS) • Good degree • Clear evidence of continuing professional development • Safer Recruitment in Education 	<ul style="list-style-type: none"> • NPQH • MA (or enrolment in programme)
Experience	<p>Clear evidence of</p> <ul style="list-style-type: none"> • successful experience as a Deputy Head in a secondary leadership team • developing both middle and senior leaders • successful teaching at examination level • raising student achievement • motivating and manage students in large numbers and individually • successfully resolving challenging issues with a whole school impact • holding others to account and challenging underperformance • communicating effectively with parents, governors and outside bodies <p>Experience of</p> <ul style="list-style-type: none"> • working in multicultural environments • leading both curriculum and student development teams 	<ul style="list-style-type: none"> • Experience in more than one school • Evidence of work with a range of stakeholders
Ability / Skills	<p>Ability to</p> <ul style="list-style-type: none"> • lead whole school developments by securing trust of stakeholders • assess and promote students' progress in a variety of ways • lead and motivate teams, acting as a 'critical friend' • monitor performance and address areas of concern • research and write clear concise reports 	

	Essential	Desirable
Equal Opportunities	<ul style="list-style-type: none"> • Awareness and commitment to equal opportunities issues and how these can be addressed in the classroom environment • Commitment and contribution to School policies • Committed to the promotion of equal opportunities, fundamental British values** and Co-operative values*** 	
Child Protection	<ul style="list-style-type: none"> • Commitment to safeguarding and promoting the welfare of children and young people 	
Disposition	<ul style="list-style-type: none"> • Interest in children as individuals and how they learn • Commitment to the comprehensive ideal, social inclusion and to raising standards for all students • Belief in the importance of team work and a collaborative approach • Ability to build supportive working relationships with colleagues • Commitment to and understanding of collective responsibility and distributed leadership • Excellent organisational, interpersonal and communication skills • Willingness to work outside the timetabled day and week • Willingness to change duties in light of the needs of the school • Willingness to attend courses outside the school day • A flexible approach and a sense of proportion • Ability to work hard with competing deadlines, prioritising appropriately, and maintaining good humour 	

** Fundamental British values – democracy, the role of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs

*** Co-operative values – self-help, self-responsibility, democracy, equality and solidarity in addition to the ethical values of honesty, openness, social responsibility and caring for others