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**APPOINTMENT OF DEPUTY HEAD TEACHER**

**Person Specification**

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| **Measurements: A = Application I = Interview R = Reference** |  |
| **Qualifications** |  |
| * DfE recognised qualified teacher status/Qualified Teacher Learning and Skills (QTLS) status and registered with the Institute for Learning (IFL) | A |
| * Evidence of recent relevant Continuing Professional Development. | A, I |
| * A relevant graduate qualification | A |
| * A relevant post graduate qualification if appropriate | A |
| Experience |  |
| * Significant recent and relevant experience as a Deputy / Assistant HeadTeacher or equivalent. | A, I, R |
| * A recent senior leadership post for at least 3 years | A, I |
| * A proven track record of successful leadership | A, I, R |
| * Successful experience of raising achievement | I, R |
| * Working with and engaging the involvement of external partners and the local community | A, I |
| * Successful teaching of pupils in Secondary phase | A, R |
| * Planning, determining and organising major curriculum areas | A, I |
| **Knowledge and Understanding** of current issues and best practice including: |  |
| * Safeguarding children and young people | A, I |
| * What constitutes a *good/outstanding* school | I |
| * The process of strategic planning and school self-evaluation | A, I |
| * Ways to communicate and translate a shared vision into practice | A, I |
| * Application of new technologies to teaching, learning and management | I |
| * Comparative data and performance indicators to establish benchmarks and set targets for improvements | I |
| * National policy framework and current educational legislation and initiatives | A, I |
| * Principles of effective teaching and assessment for learning | I |
| Roles and responsibilities of Governing Body and of the requirements for accountability | I |
| * Strategies for fostering school improvement, including attendance and behaviour for learning | I |
| * Equal opportunities and commitment to their pursuit | I |
| * Legal issues relating to school management | I |

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| **Personal and Professional Qualities** |  |
| Commitment to the welfare and safeguarding of young people | I |
| Strong personal motivation and drive | I, R |
| * A genuine enthusiasm for, and commitment to, the development of young people, and concern for the development of colleagues and members of the wider school community | I |
| * The ability to inspire, motivate staff, students and the wider community and engage their active commitment to your vision | I,R |
| * Commitment to ensuring inclusion, addressing diversity and access | A, I |
| * Commitment to own personal and professional development and that of all staff | A,I |
| * High order analytical and problem solving skills and the ability to make informed judgements | I |
| Excellent communication skills in a variety of media to a range of audiences including students, parents/carers, colleagues and the wider school community | A,I |
| * The ability to project the school in a positive way and establish the school at the heart of the community | I |
| * The ability to engage parents and carers in supporting children’s learning | I,R |
| * The ability to fill the role of lead professional in classroom practice | R |
| * Commitment to an open, collaborative style of management | I |
| * Evidence of collaborative working and networking with others, within and beyond the school to build and sustain a learning community | A,I |
| * The ability to understand and appreciate the school’s current strengths and the ways in which these might be further developed | I |
| The ability to form and maintain appropriate relationships and personal boundaries with young people | I,R |
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