**PERSON SPECIFICATION**

Job Title: Deputy Headteacher Strategic Leadership L22 -26

Reporting to: Headteacher

Duration: Permanent

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| **No** |  | **Essential/**  **Desirable** | **Application**  **Form** | **Assessed by I/T/R** |
| **QUALIFICATIONS** | | | | |
| 1 | A relevant degree qualification. | **E** | √ |  |
| 2 | Qualified Teacher Status | **E** | √ |  |
| 3 | NPQH | **D** | √ |  |
| **EXPERIENCE** | | | | |
| 4 | Significant experience of leadership at whole school level | **E** | √ | **I/R** |
| 5 | Experience of leadership at whole school level in two or more schools | **D** | √ | **I/R** |
| 6 | Experience of leading a successful whole school initiative | **E** | √ | **I/R** |
| 7 | Developing strategic plans and ensuring their delivery | **E** | √ | **I/R** |
| 8 | Understanding what outstanding teaching practice looks like and how to  diagnose developments in teaching | **E** |  | **I/T** |
| 9 | Leading and developing outstanding practice through using coaching and mentoring | **E** | √ | **I/R/T** |
| **ABILITIES, SKILLS AND KNOWLEDGE** | | | | |
| 10 | The ability to be a Headteacher in the next 3 years | **E** | √ | **I/R** |
| 11 | Proven ability to work in close harmony with the Headteacher, Local Governing Board and MAT to deliver their vision for the school | **E** | √ | **I/R** |
| 12 | Proven ability to lead others, managing day‐to‐day operational issues collaboratively | **E** | √ | **I/R** |
| 13 | Ability to teach to GCSE in relevant subject area | **E** | √ | **R/T** |
| 14 | Ability to deliver effective learning and teaching in the classroom. | **E** |  | **R/T** |
| 15 | Ability to form positive and productive relationships which underpin our approach to pupil behaviour. | **E** | √ | **R/T** |
| 16 | Current working knowledge of curricula, specifications and assessment criteria in main subject area. | **E** | √ | **R/T** |
| 17 | Ability to prioritise conflicting demands. | **E** | √ | **I/R** |
| 18 | Ability to set clearly articulated targets, track progress and adopt strategies towards achieving them. | **E** | √ | **I/R** |
| 19 | Ability to use ICT and technology in the classroom to deliver engaging lessons and monitor student progress effectively. | **E** | √ | **I/R** |
| 20 | Ability to communicate effectively and sensitively with a range of groups and individuals. | **E** | √ | **I/R/T** |
| **PERSONAL QUALITIES** | | | | |
| 21 | Ability to prioritise and manage time  effectively | **E** | √ | **I/R/T** |
| 22 | Ability to have difficult conversations with empathy and sensitivity | **E** | √ | **I/R/T** |
| 23 | Highly organised and emotionally literate | **E** | √ | **I/R/T** |
| 24 | A strong belief in the value of education in developing citizens. | **E** | √ | **I/R/T** |
| 25 | Highest levels of professional and personal integrity. | **E** | √ | **I/R/T** |
| 26 | A strong commitment to inclusion and overcoming barriers to learning and achievement. | **E** | √ | **I/R/T** |
| 27 | Personal resilience, persistence and perseverance | **E** | √ | **I/R/T** |
| 28 | Commitment to the pursuit of continuous professional development of oneself and others | **E** | √ | **I/R/T** |
| 29 | Ability to support and motivate others | **E** | √ | **I/R/T** |