

**PERSON SPECIFICATION**

**Post Profile: Deputy Headteacher**

**Training and Qualifications**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Essential** | **Preferred** | **Desirable** |
| Qualified Teacher Status | **X** |  |  |
| Recognised good honours degree or equivalent | **X** |  |  |
| Evidence of recent relevant CPD | **X** |  |  |

**Experience of Educational Management**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Essential** | **Preferred** | **Desirable** |
| Experience of senior leadership in a secondary 11-18 range school at a senior level | **X** |  |  |
| Appropriate and successful teaching experience in more than one secondary phase 11-18 school | **X** |  |  |
| Experience of school development, planning and evaluation |  |  | **X** |
| Strategic policy development and implementation |  | **X** |  |
| Demonstrable experience of implementing strategies for raising achievement and achieving excellence for students, staff and self | **X** |  |  |
| Demonstrable effective team Leadership | **X** |  |  |
| Successful experience in data analysis, target setting, monitoring and review | **X** |  |  |
| Resource and financial management, monitoring and evaluation |  | **X** |  |
| Understanding the challenges associated with inclusion within an urban environment | **X** |  |  |

**Professional Knowledge and Understanding**

**Candidates should be able to demonstrate a good knowledge and understanding of:**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Essential** | **Preferred** | **Desirable** |
| Current educational issues, including national policies, priorities and legislation | **X** |  |  |
| The process of strategic planning, including the creation of policies | **X** |  |  |
| The management of staff, including professional development and recruitment |  | **X** |  |
| Financial planning, budgetary management and accountability |  |  | **X** |
| Effective management of stakeholder relationships |  |  | **X** |
| The successful practice of educational inclusion, diversity and access | **X** |  |  |
| Effective choice and flexibility in learning to meet the personalised learning needs of every child | **X** |  |  |
| Principles and practices of quality assurance systems, including school review, self-evaluation, performance management, etc |  | **X** |  |

**Personal and Professional Qualities and Attributes**

**Candidates should be able to provide evidence that they have the necessary qualities and attributes required by the post. They should be able to:**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Essential** | **Preferred** | **Desirable** |
| Inspire, challenge, motivate and empower the school community to carry forward a shared vision | **X** |  |  |
| Build and maintain effective relationships | **X** |  |  |
| Promote individual team development and sustain a learning community that impacts on school development | **X** |  |  |
| Think strategically, create, maintain and share a coherent school vision | **X** |  |  |
| Set and achieve ambitious, challenging goals and targets | **X** |  |  |
| Manage change, conflict and empower individuals and teams | **X** |  |  |
| Prioritise, plan and organise themselves and others | **X** |  |  |
| Think creatively to anticipate and solve problems | **X** |  |  |
| Listen to, and reflect on, feedback from others, including colleagues and governors | **X** |  |  |
| Maximise the benefits that new technologies provide and have the ICT skills required to be effective in the role | **X** |  |  |
| Collaborate and network with others within and beyond the school |  | **X** |  |
| Develop maintain and extend appropriate partnerships with local councils, schools, children’s services, parents and the local community | **X** |  |  |