**Deputy Headteacher – Person Specification**

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|  | **Essential** | **Desirable** |
| **Qualifications and training** | * Qualified Teacher Status
* Degree in relevant subject
* Good A level qualifications (or equivalent)
* Outstanding teaching as evidence by outcomes (within a school’s context).
* Must have had experience of middle and/or senior leadership in at least one Ofsted ‘Good’ or ‘Outstanding’ school, preferably two.
 | * 2.1 or above honours degree in the relevant subject
* Evidence of recent, relevant professional development in preparation for a senior leadership post
* Achieved or working towards an NPQ
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| **Experience** | * Proven track record as a school leader in raising outcomes for all learners at GCSE.
* Experience of delivering excellent outcomes for all learners within the context of an Ofsted rated Good or Outstanding school.
* Significant curriculum expertise that would align with an Ofsted rated ‘Good’ descriptor under the new framework.
* Evidence of excellent standards of classroom practice
* Evidence to show that the Headteacher’s ‘5 principles’ have been driven across an area of current responsibility.
* An active contribution to the work of a successful senior leadership team (defined as a proven rise in standards)
 | * Experience of working with external partners and the wider community
* Experience of supporting more than one school
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| **Knowledge and understanding** | * A good knowledge of the child protection agenda and a deep understanding of safeguarding issues
* An outstanding understanding of curriculum intent, implementation and impact
* A commitment to continued professional development
* A working knowledge of how to use SISRA to enhance teaching and learning and assessment.
* A track record of leading change, creativity and innovation
* A use of comparative data and performance indicators to establish benchmarks and set targets for improvements
* A knowledge of national policy framework and current education legislation, including local and national trends
* An understanding of the role and responsibilities of Governing Bodies’ accountability
* The improvement of attendance and behaviour for learning
* The development of a personalised learning culture at KS3
* The implementation of the Character and Conduct policy
* An understanding of the fundamental role of the school as the learning hub of the community
* An understanding of the legal issues relating to school management
* A use of strategies for ensuring inclusion, diversity and access
 | * Evidence of financial understanding
* Involvement in whole school teaching and learning projects
* Involvement with current stakeholders
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| **Teaching and learning** | * Outstanding classroom practice, bringing both vision and commitment to his/her own teaching and classroom practice of colleagues
* A proven track record of keeping abreast of developments in teaching and learning
* Knowledge and experience of using a wide range of teaching and learning strategies, including the successful use of ICT
* Knowledge of how assessment data informs teaching and learning
* The ability to set realistic targets for students’ future attainment
* The ability to apply models of learning to the needs of different types of learners
 | * Experience of monitoring and evaluating the performance of teams and addressing under performance
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| **Personal attributes and skills** | * An enthusiasm and sensitivity whilst working with others
* A genuine liking for and concern for the development of young people, colleagues and members of the wider school community
* Acting as a positive and appropriate role model for students, colleagues and the wider community
* Forming and maintaining appropriate relationships and personal boundaries with students
* Excellent attendance and punctuality record
* The capacity to operate effectively under sustained pressure and meet deadlines consistently and accurately
* The ability to work on their own initiative as well as part of a team
* Innovation and the ability to stimulate initiative in others
* The ability to lead, inspire and empower people to work towards common goals, including appropriate leadership styles and strategic management techniques
* An awareness of, and ability to respond to, the professional development needs of all personnel within school and an understanding of the critical importance of staff development
* An ability to investigate, solve problems and make decisions based on informed judgments
* High- order communication in a variety of media and an ability to promote positively the school to pupils, parents, colleagues and the wider school community
* The ability to project the school in a positive way to the community and to include the community in the life of the school
* The ability to engage parents in supporting children’s learning
* The ability to establish, monitor and evaluate performance targets and standards, demonstrating a commitment to the ethos of continuous improvement
* The commitment to collaborate and network with others, within and beyond the school to build and sustain a learning community
* The desire to leave no stone unturned in the pursuit of excellence for all learners
* The ambition to create a 0 sanction (FTE) culture.
 | * Ambition and a willingness to go the extra mile
* Resilience
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