**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 |
| **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 |
| **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 |
| **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 |
| **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 |