

PERSON SPECIFICATION
DEPUTY HEADTEACHER



	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> ▪ Good Honours Degree or equivalent ▪ Qualified teacher status ▪ Evidence of continuing professional development relating to school improvement 	<ul style="list-style-type: none"> ▪ Relevant leadership qualification (e.g. NPQSL or NPQH etc.)
Experience	<ul style="list-style-type: none"> ▪ At least 5 years successful teaching experience in the primary age range. ▪ Proven record as an excellent primary practitioner which has ensured good/outstanding progress and achievement for pupils across the full ability range. ▪ Proven record of successful curriculum / subject leadership leading directly to an increase in standards of attainment. ▪ Experience of monitoring and evaluating curriculum delivery. ▪ Additional Teaching and Learning Responsibilities e.g. Key Stage or Phase leadership/Assistant Head ▪ Experience of working in successful collaboration with other schools/organisations/agencies 	<ul style="list-style-type: none"> ▪ Teaching experience in at least 2 of the 3 key stages. ▪ Curriculum leadership in one or more core subjects ▪ Experience of teaching in more than one school ▪ Experience of leading sessions to inform parents ▪ Experience as a DHT
Strategic Leadership	<ul style="list-style-type: none"> ▪ Ability to contribute to a shared vision and strategic plan for school improvement ▪ Ability to analyse data, develop strategic plans, set targets and monitor/evaluate progress towards these ▪ Ability to inspire and motivate staff, pupils, parents and governors to achieve the aims of the school ▪ Ability to delegate where appropriate and to support others in undertaking responsibilities. ▪ Knowledge of what constitutes quality in educational provision, the characteristics of effective schools and strategies for raising standards and the achievement of all pupils 	<ul style="list-style-type: none"> ▪ Evidence of working with governors to enable them to fulfil whole school responsibilities ▪ Experience of undertaking performance appraisal for other staff ▪ Understanding of Pupil Premium and effective strategies for supporting disadvantaged pupils

	Essential	Desirable
Teaching and Learning	<ul style="list-style-type: none"> ▪ A secure understanding of the requirements of the National Curriculum and statutory assessment ▪ Clear understanding of what good quality teaching and learning looks like and strategies to develop this ▪ Excellent understanding of the principles of inclusive teaching and experience of teaching children with SEND ▪ A secure understanding of assessment strategies and the use of assessment to inform the next stages of learning ▪ Experience of effective monitoring and evaluation of teaching and learning ▪ Understanding of the characteristics of an effective learning environment and the key elements of successful behaviour management 	<ul style="list-style-type: none"> ▪ Understanding of successful teaching and learning across the entire curriculum and all key stages including the Early Years ▪ Whole school curriculum leadership ▪ Promoting SMSC of pupils across the curriculum
Skills, Qualities & Abilities	<ul style="list-style-type: none"> ▪ Ability to communicate effectively, orally and in writing to a range of audiences ▪ Demonstrate high expectations and challenge for all pupils ▪ Ability to build and maintain good relationships with adults and children ▪ Ability to remain calm, positive and enthusiastic when working under pressure ▪ Ability to organise work, prioritise tasks, make decisions and manage time effectively ▪ Display warmth, kindness, patience and empathy with children while using restorative approaches to behaviour ▪ Demonstrate initiative – bring ideas from research and reading that will help to enhance provision. ▪ Good sense of humour ▪ Effective ICT skills 	<ul style="list-style-type: none"> ▪ A unique interest, hobby or passion that can be used to inspire and motivate children in school
Safeguarding	<ul style="list-style-type: none"> ▪ Up to date knowledge of relevant safeguarding legislation and the ability to promote a culture of safeguarding across the curriculum ▪ Up to date safeguarding qualifications 	<ul style="list-style-type: none"> • Current Level 2 or 3 Safeguarding Qualification • Experience of working with families through Early Help and or/on Child Protection plan