

# PERSON SPECIFICATION

## Deputy Headteacher

### 1. Qualifications & Training

- Qualified Teacher Status

### 2. Experience

#### Essential

- Experience of successful class teaching;
- Experience of contributing to the strategic development of a school, through active involvement in the school's Senior Leadership Team, including the implementation of a whole school change which has secured improved pupil outcomes;
- Experience of supporting school self review and evaluation, undertaking lesson observations, learning walks, work scrutinies, pupil interviews and data analysis;
- Experience of school development planning and whole school policy writing;
- Experience of taking responsibility for the performance management of a group of staff and helping to co-ordinate their professional development;
- Experience of successfully leading a range of teams;
- Experience of reporting directly to the school's governing body on matters of school performance, such as pupil progress;
- Experience of working with parents to support and strengthen engagement.

#### Desirable

- Experience of working in one or more inner city schools, where a high proportion of learners have English as an additional language;
- Experience of teaching in more than one key stage;
- Experience of leading a team of teaching assistants to ensure that they have the understanding and skills to deliver effective 1to1 and small group support;
- Experience of writing EHCPs, liaising with external agencies and leading Annual Reviews;
- Experience of supporting safeguarding processes, for example by acting as a designated safeguarding lead;
- Experience of supporting staff capability procedures or acting as an investigating officer.

### 3. Leadership and Management

#### Essential

- Ability to articulate a vision of the overall aims and direction of a successful school and to be able to communicate these in order to inspire and motivate others;
- Willingness and ability to take ownership of school related problems and offer solutions in line with the aims, ethos and policies of the school;
- Proven ability to lead others, to create effective teams and to secure accountability;
- Knowledge of school improvement processes, including school self evaluation, school development planning and target setting;
- Ability to analyse a range of pupil data and to use this information to set priorities and determine school action;
- Ability to use a range of tools and evidence to support, monitor, evaluate and improve aspects of the school, including challenging poor performance;
- Knowledge of the statutory requirements and other relevant legislation relating to child protection procedures and safeguarding;

- Knowledge of effective models to support pupils behaviour, attendance and emotional well being, and an understanding of the importance of supporting pupils' pastoral needs;
- Knowledge of successful strategies to support inclusion, diversity and access;
- Ability to set ambitious pupil targets and to enable others to achieve these;
- Ability to set high and clear expectations and to hold others to account for the the contributions they have made to the school community;
- Ability to engage with parents to form strong home-school partnerships

#### Desireable

- Knowledge of how to build and sustain a learning community;
- Ability to work collaboratively with other settings to share and strengthen practice.

### 4. Learning & Teaching

#### Essential

- Ability to act as a role model to others, demonstrating outstanding teaching practice;
- Good understanding of what contributes to successful learning and the ability to promote the most effective teaching strategies to bring this about;
- Good understanding of how to adapt teaching and resources to ensure that the needs of all learners are met;
- Good understanding of how assessment strategies and target setting are used to inform learning, in order to help pupils to make progress;
- A clear understanding of what constitutes a broad and balanced curriculum that meets statutory requirements and supports the teaching of British values.

#### Desireable

- Expertise in meeting the needs of SEND pupils, including identification, designing and implementing interventions and providing support to parents.

### 5. Additional Skills

#### Essential

- Suitability for work with children and young people; Enhanced DBS clearance;
- The ability to relate positively with the headteacher, pupils, colleagues, parents, governors and others who contribute to the work of the school;
- Effective communication skills, including the ability to chair meetings;
- The ability to organise and manage work effectively i.e. being able to prioritise and organise tasks, make decisions, support and delegate where appropriate;
- Strong IT skills and a commitment to using these to support management tasks;
- Sound understanding of the SEN Code of Practice and current equality legislation;
- Commitment to managing own professional development, including gaining the NPQ for SENCOs if applicable.

#### Desireable

- Has gained the NASENCO qualification.

## 6. Personal Attributes

### **Self-Awareness.**

- Has presence.
- Has emotional insight.
- Reflects on own actions.
- Solicits honest critiques.

### **Social Awareness.**

- Actively listens and seeks others' perspectives.
- Is approachable
- Understands underlying issues.
- Matches whole school practice to pupil needs.

### **Self Management.**

- Highly motivated, with drive and determination
- Pro-active
- Acts on values.
- Handles unexpected demands.
- Anticipates obstacles.
- Learns from set backs.
- Stays composed and positive.
- Ability to manage own workload.

### **Relationship Management.**

- Acts as a mentor.
- Stimulate enthusiasm and inspire others.
- Champions change.
- Develops behind the scenes support.
- Addresses conflict.
- Builds bonds.