

John Burns Primary School

Person Specification

Deputy Headteacher

L9-L13



Qualifications and Professional Development	Essential	Desirable
Honours Degree	✓	
Qualified teacher status	✓	
Relevant professional and leadership development, for example NPQSL, NPQML		✓

Experience	Essential	Desirable
Excellent and effective class teacher with a minimum of 5 years' experience across the primary age range (KS1/KS2/EYFS)	✓	
Experience of teaching in at least two schools		✓
Experience of working successfully as a senior leader or middle leader	✓	
Evidence of effectively leading an area of whole school development	✓	
Preparation for SATs and/or teaching in Year 2 / Year 6	✓	
Experience of the recruitment selection and induction of new staff		✓

Safeguarding	Essential	Desirable
Have a thorough knowledge and understanding of safeguarding procedures and legislation	✓	
Experience of the roles of DSL or DDSL		✓

Professional Skills and Knowledge – Leadership and Management	Essential	Desirable
Clear understanding of current educational thinking, recent developments and key initiatives	✓	
Commitment to collaboration and team work	✓	
Ability to challenge and support all members of the school community to drive up standards	✓	
Successful experience of initiating, leading and managing change which has had a significant impact at whole school level	✓	
Ability to develop, implement and evaluate strategic plans and priorities to secure school improvement	✓	
Commitment to inclusive practice – the happiness, well-being and self-esteem of pupils	✓	
Ability to create and maintain effective partnerships with governors, parents and the wider community	✓	
Experience of enabling staff to achieve high standards through appraisal and continuing professional development	✓	
Evidence of successful leadership through monitoring and self-evaluation strategies	✓	
Experience of working with external agencies and/or other school partnerships	✓	
Apply principles and practice of quality assurance systems, including self-review, self-evaluation, appraisal and stakeholder and community involvement	✓	
Data analysis skills and the ability to use national, LA and school data to set targets and identify areas for development	✓	
Ability to ensure equality of access for learners and adults regardless of race,	✓	

gender, or level of ability/disability, supporting and implementing the school's Equality Policy		
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Professional Skills and Knowledge – Leading Teaching and Learning	Essential	Desirable
An outstanding classroom practitioner who can model effective teaching and learning to a high standard	✓	
Ability to lead curriculum development and manage innovation and change	✓	
Experience of running whole school INSET	✓	
Experience of effectively managing staff performance and support performance development	✓	
Experience of implementing strategies for improving the quality of teaching and learning including promoting excellence and challenging underperformance	✓	
Experience of monitoring and evaluating the effectiveness of teaching and learning, including its outcomes in terms of pupil progress, personal development and well-being	✓	
Experience in managing pupil behaviour, improving attendance and the wellbeing of pupils	✓	
Ensure that the SMSC/PSHCEE curriculum is embedded across the curriculum and keeps up to date with current legislation		✓
Evidence of a clear understanding of a range of teaching styles and strategies appropriate for inclusive education and a wide range of abilities in EYFS, KS1 and KS2.	✓	

Personal Qualities	Essential	Desirable
Excellent written, verbal and IT communication skills	✓	
Honesty, integrity and a clear sense of moral purpose	✓	
Ability to lead, motivate and inspire others	✓	
A passion and drive for getting the best outcomes for all pupils	✓	
Ability to work well under pressure and prioritise effectively	✓	
Understanding of the importance of relationships – ability to empower staff and pupils and show great empathy	✓	
Ability to make and implement difficult decisions	✓	
Resilience, optimism with energy and a positive attitude with the ability to remain calm in a crisis	✓	
Ability to manage work/life balance without compromising role or responsibilities	✓	