**Person Specification**

**Deputy Headteacher**

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|  | **Essential** |
| **Qualifications** | * QTS
* Degree/PGCE or equivalent.
* Evidence of active involvement in recent and relevant CPD
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| **Knowledge and experience** | **Essential** |
| * Good understanding of curriculum and pedagogical issues related to extending pupil performance
* Curriculum expertise in one or more areas and experience of co-ordinating a curriculum area throughout the school.
* Experience of working effectively with all families.
* Experience of working with other partners e.g. Local Authority.
* Experience of successfully leading and managing whole school initiatives.
* Experience of leading appraisal and of coaching/mentoring and supporting colleagues.
* Clear understanding of current educational issues and major initiatives, which have implications for primary schools.
* Experience of working with a school governing body or governors’ sub –committee
* Experience in managing resources and/or budgets.
* Good understanding of the principles behind school improvement, including school improvement planning, monitoring, review and evaluation of progress.
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| **Professional skills** | **Essential** |
| * An excellent classroom practitioner.
* Experience of observing and evaluating the quality of teaching and learning.
* Ability to advise, motivate and lead teams and a proven ability in holding relevant staff to account and measuring progress.
* Proven experience of school development planning and writing effective action plans
* Ability to understand, analyse, interpret and act upon statistics and other data
* Ability to work co-operatively as a leader and member of a team.
* Organise and maintain a range of processes and procedures to ensure the smooth running of the school.
* Experience of organising/delivering staff training/CPD
* Involvement in the recruitment and induction of staff.
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| **Professional ethos and commitment** | **Essential** |
| * Commitment to a child-centred approach to teaching and learning.
* Commitment to developing thinking across the school, where children learn through making mistakes
* Promotion of self-reflection amongst oneself and others as a strategy for self and school improvement
* Commitment to equal opportunities and inclusion both in principle and practice.
* High expectations for self and others and a strong commitment to raising achievement.
* Commitment to promote partnership with parents/carers and the wider community
* High expectations of pupil behaviour and strategies to meet the personalised learning and emotional needs of every child.
* Evidence of continued personal, professional development and ambition to develop further as a leader.
* Willingness to be involved in out of school and after school activities.
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| **Personal qualities** | **Essential** |
| * Approachable with excellent interpersonal skills
* Ability to lead, negotiate, motivate and challenge
* Ability to promote and develop positive relationships within and beyond school.
* Ability to set and work to deadlines
* Resilient, positive and retains a sense of humour.
* Has a positive attitude to change and challenge
* Prepared to take calculated risks
* Flexible and willing to adapt as necessary
* Confidence, clarity and decisiveness.
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