**Shears Green Junior School**

**Person Specification**

**Job Title: Deputy Head**

The person specification is a picture of the skills, knowledge and experience needed to carry out the job. It has been used to draw up the advertisement and will be used in the short listing and interview process for this post. Therefore it is important that you address all the requirements below when completing your application form.

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| **CATEGORY** | **ESSENTIAL** | **DESIRABLE** | **SELECTION CRITERIA** |
| QUALIFICATIONS AND EXPERIENCE  Qualified Teacher Status  Degree or professional qualification  Evidence of further professional development or higher qualification for example NPQH  Evidence of extensive relevant continuing professional development  Successful experience as a team/phase leader/core subject coordinator in the primary phase helping to support and develop individuals and teams and sustain an effective learning community that impacts on school improvement  Recent and sustained excellent teaching experience across the primary age range  Understanding of educational issues and developments across the full primary range, including EYFS | √  √  √  √  √  √ | √ | Application form and  certificates |
| PERSONAL SKILLS AND ATTRIBUTES  Think analytically and creatively and demonstrate initiative in problem solving  Able to support the school in collaborating/networking and at conferences and courses  Be aware of own and others strengths and areas for development as a self-reflective practitioner  Demonstrate personal and professional integrity, including modelling the values and vision of the school  Good ICT skills and application, ability to apply ICT skills across the school to enhance pupil learning  Ability to maintain and develop good sensitive personal relationships with children, parents, staff, Governors and the wider community  Demonstrate self-management including time management and ability to meet deadlines  Be a highly motivated and enthusiastic leader, approachable and able to inspire others | √  √  √  √  √  √  √  √ |  | Written statement  and interview process |
| SHAPING THE FUTURE  Ability to lead teachers and teaching assistants in personalising learning and providing an appropriate learning environment to ensure pupils of all abilities are catered for and included  Committed to working effectively with the Governors, staff, pupils, parents and other stakeholders to promote and develop the vision for the school which embraces excellence, equity and high standards for all pupils  Capable of using new and emerging technologies to enhance organisational effectiveness  Ability to interpret both school and national data for school improvement | √  √  √  √ |  | Written statement  and interview process |
| CURRICULUM, TEACHING AND LEARNING  Experience of and commitment to developing flexible and effective approaches to teaching and learning and implementation of successful strategies for raising achievement  Successful experience of strategies for managing behaviour and attendance  Ability to monitor and evaluate performance, celebrate excellence and challenge poor performance, through effective analysis, interpretation and use of summative school data alongside the tracking of individual children  Commitment to inclusion and the right of every pupil to achieve the best they can  Use of appropriate models and principles of effective learning and assessment for learning, informed by research | √  √  √  √  √ |  | Written statement  and interview process |
| STRENGTHENING THE COMMUNITY  Experience of working effectively with parents, external partners, other agencies and schools to support the learning of pupils and to define and realise the school's vision | √ |  | Written statement  and interview process |
| SAFEGUARDING CHILDREN, SAFER RECRUITMENT AND SELECTION  In addition to candidates’ ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:  Motivation to work with children  Ability to form and maintain appropriate relationships and personal boundaries with children  Emotional resilience in working with challenging behaviours; attitudes to use of authority and maintaining discipline | √  √  √ |  | Written statement  And interview process |