**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 EXPERIENCEQualified Teacher Status Degree or professional qualificationEvidence of further professional development or higher qualification for example NPQHEvidence of extensive relevant continuing professional developmentSuccessful 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 improvementRecent and sustained excellent teaching experience across the primary age rangeUnderstanding of educational issues and developments across the full primary range, including EYFS | √√√√√√ | √ | Application form andcertificates |
| PERSONAL SKILLS AND ATTRIBUTESThink analytically and creatively and demonstrate initiative in problem solvingAble to support the school in collaborating/networking and at conferences and coursesBe aware of own and others strengths and areas for development as a self-reflective practitionerDemonstrate personal and professional integrity, including modelling the values and vision of the schoolGood ICT skills and application, ability to apply ICT skills across the school to enhance pupil learningAbility to maintain and develop good sensitive personal relationships with children, parents, staff, Governors and the wider communityDemonstrate self-management including time management and ability to meet deadlinesBe 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 includedCommitted 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 pupilsCapable of using new and emerging technologies to enhance organisational effectivenessAbility to interpret both school and national data for school improvement | √√√√ |  | Written statement and interview process |
| CURRICULUM, TEACHING AND LEARNINGExperience of and commitment to developing flexible and effective approaches to teaching and learning and implementation of successful strategies for raising achievementSuccessful experience of strategies for managing behaviour and attendanceAbility 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 childrenCommitment to inclusion and the right of every pupil to achieve the best they canUse of appropriate models and principles of effective learning and assessment for learning, informed by research | √√√√√ |  | Written statement and interview process |
| STRENGTHENING THE COMMUNITYExperience 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 SELECTIONIn 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 childrenAbility to form and maintain appropriate relationships and personal boundaries with childrenEmotional resilience in working with challenging behaviours; attitudes to use of authority and maintaining discipline | √√√ |  | Written statement And interview process  |