

Person specification for the post of Deputy Headteacher

Section 1 – Qualifications and Requirements

| <i>Criteria</i> | <i>Essential</i> | <i>Desirable</i> | <i>Application</i> | <i>Interview</i> |
|--|------------------|------------------|--------------------|------------------|
| 1.1 Qualified Teacher Status | • | | • | |
| 1.2 Honours degree or equivalent | • | | • | |
| 1.3 NPQH | | • | • | |
| 1.4 Higher qualification or training in management | | • | • | |

Section 2 – Professional Experience and Knowledge

| <i>Criteria</i> | <i>Essential</i> | <i>Desirable</i> | <i>Application</i> | <i>Interview</i> |
|---|------------------|------------------|--------------------|------------------|
| 2.1 Experience in at least two secondary schools | | • | • | |
| 2.2 Significant experience at senior leadership level | | • | • | • |
| 2.3 Proven track record of raising educational standards | • | | • | • |
| 2.4 Curriculum and pastoral experience at senior management level | • | | • | • |
| 2.5 Evidence of strategic, financial and resource management | • | | • | • |

Section 3– Leadership and Management

| <i>Criteria</i> | <i>Essential</i> | <i>Desirable</i> | <i>Application</i> | <i>Interview</i> |
|---|------------------|------------------|--------------------|------------------|
| 3.1 Capacity to recognise and build on the considerable successes of the academy/school and formulate a vision for innovation and improvement | • | | • | • |
| 3.2 Sound knowledge of current and future educational developments | • | | • | • |
| 3.3 Substantial experience of improving student behaviour and attendance | • | | • | • |
| 3.4 A commitment to, and vision for, working with the wider community | | • | | • |
| 3.5 Proven track record of change management | | • | • | • |
| 3.6 Proven track record of building strong relationships with other academy/schools | | • | • | • |

Section 4 – Leading Learning and Teaching

| <i>Criteria</i> | <i>Essential</i> | <i>Desirable</i> | <i>Application</i> | <i>Interview</i> |
|---|------------------|------------------|--------------------|------------------|
| 4.1 Evidence of being an outstanding classroom Practitioner | • | | • | • |
| 4.2 Ability to monitor and evaluate performance, challenging poor performance | • | | • | • |
| 4.3 In-depth knowledge of the key levers for personalising learning | • | | • | • |
| 4.4 Experience of developing and leading curriculum Initiatives | | • | • | • |
| 4.5 A commitment to student-centered, inclusive Education | • | | | • |
| 4.6 Experience of promoting the role of parents/carers in their child's education | | • | • | • |

Section 5 – Personal Aptitudes, Qualities and Skills

| <i>Criteria</i> | <i>Essential</i> | <i>Desirable</i> | <i>Application</i> | <i>Interview</i> |
|--|------------------|------------------|--------------------|------------------|
| 5.1 Ability to plan strategically to deliver academy/school vision, ethos and priorities | • | | • | • |
| 5.2 Ability to lead, influence and manage change | • | | • | • |
| 5.3 Ability to communicate, inspire and motivate students, parents/carers and staff | • | | • | • |
| 5.4 Enthusiastic and motivated to achieve | • | | | • |
| 5.5 Ability to reflect on own practice and manage own workload and personal development | • | | • | • |
| 5.6 Excellent interpersonal and communication skills | • | | | • |
| 5.7 A commitment to work collaboratively in a Multi-Academy Trust | • | | | |
| 5.8 A commitment to Equal Opportunities | • | | | |

Our Trust and all its personnel are committed to safeguarding and promoting the welfare of the children.

This post is subject to checks against the Disclosure and Barring Service.