

DOVER GRAMMAR SCHOOL FOR BOYS PERSON SPECIFICATION – DEPUTY HEADTEACHER (PASTORAL, BEHAVIOUR AND SAFEGUARDING)		
	Essential	Desirable
A. Qualifications		
Graduate with Qualified Teacher Status	√	
Degree classification of 2:1 or Higher		√
Successful completion of or engagement with the NPQH, NPQSL, or other leadership qualification(s)		√
Regular and appropriate CPD, including evidence of recent leadership and management development	√	
Successful completion of Designated Safeguarding Lead training	√	
B. Leadership and Management Experience		
Leadership experience at Senior Leadership Level in any setting, minimum of 2 years	√	
Experience of line management	√	
Experience of whole school responsibility	√	
Experience of managing safeguarding in a school or other relevant organisation, including: <ul style="list-style-type: none"> • Building relationships with children and their parents, particularly the most vulnerable • Working and communicating effectively with relevant agencies • Implementing and encouraging good safeguarding practice throughout a large team of people 		√
Experience of handling large amounts of sensitive data and upholding the principles of confidentiality	√	
Demonstrable evidence of developing and implementing strategies to help children and their families	√	
Successful leadership of whole school initiatives with evidence of effectiveness	√	
Involvement in school self-evaluation and development planning	√	
Induction and mentoring of new and trainee teachers, including awareness of the ECF		√

Use of proactive and dynamic strategies to manage day to day scenarios and drive attainment and achievement	√	
Evidence of working with Governors		√
Successful experience of leading and managing change at any level and in any context	√	
C. Professional Knowledge and Understanding		
Knowledge of national education strategy, which is regularly kept up to date	√	
Understanding of quality in learning and teaching and how to achieve excellence	√	
Knowledge of monitoring and evaluating performance and use of school self-evaluation	√	
Understanding of tools for the interpretation, analysis and use of data to inform school improvement and development	√	
Knowledge of key considerations in effective management and development of people and other resources	√	
Up to date knowledge of best practice and procedures for safeguarding children and young people	√	
Expert knowledge of legislation and guidance on safeguarding and working with young people, including knowledge of the responsibilities of schools and other agencies	√	
Knowledge of strategic financial planning		√
Awareness of new technologies and cloud-based learning tools, their use and impact	√	
Knowledge of current post-16 curriculum and funding issues	√	
D. Skills		
Able to manage change successfully on any level	√	
Able to communicate effectively orally and in writing to a range of audiences and for a range of purposes with a high degree of accuracy in both	√	
Able to think creatively to anticipate and solve problems	√	
Able to formulate a vision and strategy for the school with regards to key development work and to secure commitment to it from others	√	
Able to drive improvement and challenge underperformance effectively	√	
Able to establish and sustain appropriate structures and systems and monitor and evaluate their impact	√	

Able to motivate, challenge and influence others to attain higher goals	√	
Able to develop and empower individuals, and teams and deal sensitively with people and resolve conflicts	√	
Able to communicate, inform and involve governors in supporting, challenging and creating the strategic direction of the school	√	
Excellent classroom practitioner with excellent behaviour management skills	√	
Data analysis skills, and the ability to use data to set targets and identify weaknesses		
E. Professional Qualities		
Ability to deal with matters of confidentiality in an effective manner	√	
A commitment to the notion that discussion, debate and disagreement are positive and can happen within SLG but that we present a united front to the wider world	√	
Committed to the development and maintenance of positive and constructive relationships	√	
Positive, enthusiastic outlook, embracing risk, creativity and innovation	√	
Ability to demonstrate respect and empathy towards others	√	
Resilience, perseverance and optimism in the face of difficulties and challenges	√	
Ability to be decisive and focused on solutions rather than problems	√	
Commitment and dedication to equality and excellence	√	
Capacity to be flexible, adaptable and creative	√	
Committed to the continuing professional development of self and others within the school	√	
Committed to a school vision of excellence and equity that sets high standards for all	√	
F. Personal Qualities		
Excellent record of timekeeping and punctuality with the ability to be flexible even at short notice	√	
A full understanding and acceptance of the need for SLG colleagues to be present and visible before the start of the school day and to be available to others at the end of the school day	√	
Demonstrates kindness and compassion	√	

A demonstrable commitment to the work being undertaken at DGSB to develop further a community that values and helps improve students and staff as human beings as well as learners/practitioners	√	
A very good sense of humour and the ability to apply perspective and laugh	√	
The ability to recognise the importance of the team and your place within it	√	
The ability to recognise the need in oneself and in others to establish a healthy work-life balance	√	
The ability to recognise that nobody is perfect, and anybody can make mistakes – including you	√	
The ability to remain calm and measured, even when the world around you is not	√	
The willingness to see the best in everything, even if not immediately obvious	√	
The desire to learn and improve and to challenge oneself intellectually	√	
Further Requirements		
Enhanced Disclosure and Barring Service (DBS) Check	√	