



## Deputy Head Teacher

### Person Specification

#### Qualifications

- QTS ( Essential)
- Leadership training (Desirable)
- SENCo Qualification ( desirable) or willing to undertake SENCo qualification (essential)

#### Experience

- Significant primary experience (E) across age range and in more than one school (D).
- Successful strategic leadership and management (E) at senior leadership level (D).
- Proven ability to lead a major curriculum area (E)
- Currently working or has worked as a SLT member (D)
- Successfully led whole school curriculum initiatives (E)
- Motivation and management of a staff team (D)
- Evidence of further recent study or qualification (D)

#### Personal Qualities

- Practising Catholic (E)
- Good interpersonal skills (E)
- The ability to listen and develop a presence within the school community and to be approachable with key listening skills (E)
- Ability to be an active, motivational member of teams, leading on school improvement initiatives (E)
- A hard working, self-motivated, enthusiastic and committed attitude (E)
- Excellent personal organisational skills, ensuring effective work/life balance (E)
- A positive outlook and the dedication to achieve success, including when working under pressure. (E)
- Ability to prioritise, meet deadlines and manage own time effectively (E)
- Can challenge, motivate and relate well to children and adults (E)
- Can value and inspire trust and confidence among all stakeholders (E)

- Can handle and resolve conflict effectively (E)
- Can use initiative in a variety of contexts (E)
- Excellent communication skills and the ability to engage (oral and written) with a wide range of audiences (pupils/parents/wider community) (E)
- High expectations of self and others (E)
- Committed to updating professional skills (E)
- Significant knowledge and understanding of current educational climate (E)

### **Leading Teaching and Learning**

- Excellent teaching skills; able to model, develop and share best practice in order to impact upon others (E)
- Knowledge and experience of a range of successful learning and teaching strategies to meet pupils' needs (E)
- A secure understanding of assessment procedures and practices which enhance pupils' learning (E)
- High standards of classroom organisation and stimulating learning environment (E).
- A secure understanding and experience of effective planning, implementation and assessment of a broad, challenging and balanced curriculum, following statutory requirements (E)
- Ability to play a leading role in implementing a positive reflective learning ethos, in line with the school vision and aims (E)
- Ability to develop strategic school improvement planning, including ensuring curriculum action plans are on track and align with the SIP (E)
- Maintenance of high standards of behaviour whilst ensuring an ethos of challenge and support for pupils in order to achieve success (E)
- The ability to access, analyse and interpret relevant performance data to ensure the best provision is given to all pupils (E)
- Dedication to the extra-curricular life of the school (E)
- Commitment to collaborating and networking with schools to improve outcomes (E)
- Ability to promote SMSC integrally throughout the school (E)
- Proven ability to raise standards of teaching, learning, and achievement by motivating, challenging, supporting and developing staff (D)
- Knowledge and experience of leading Monitoring, Evaluation and Review Programmes linked to school improvement (D)

## **Management Abilities**

- To manage self-evaluation of our school and its performance (E)
- To manage change effectively (E)
- To delegate management tasks and monitor their implementation (E)
- To foster an ethos of professional development and leadership skills within the school community (E)
- To have a progressive attitude towards the use and application of ICT and curriculum development (E)
- To analyse information accurately, produce and implement pertinent action plans and reports (E)
- Effective administrative and organisational skills including managing projects and communicating clearly with a wide range of audiences.
- Ability to cope with stressful situations in a calm manner.

## **PERSONAL AND PROFESSIONAL CONDUCT**

You are expected to demonstrate consistently high standards of personal and professional conduct, within and outside school, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of other
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- having proper and professional regard for the ethos, policies and practices of St.Teresa's School and maintaining high standards in your own attendance and punctuality.
- Demonstrate high standards of personal integrity, loyalty, discretion and professionalism and publicly support all decisions of the Headteacher and governing body.