**Person Specification**

**Job Title:** Deputy Headteacher – Inclusion (L18 - 22)

**Reporting to:** Headteacher

**Duration:** Permanent

| **Criteria** | **Essential (E)****Or Desirable (D)** | **Method of Assessment****Application (A)****Reference ( R)****Observed (O)****Interview (I)** |
| --- | --- | --- |
| **Education**  |  |  |
| Degree in relevant subject | E | A |
| Teaching Qualification  | D | A |
| Commitment to obtaining professional development to support children with SEND | E | A/I |
| Evidence of relevant further studyParticularly in relation to education or leadership | D | A |
| Evidence of appropriate professional development in preparation for senior leadership for example NPQH | E | A |
| **Experience** |  |  |
| Evidence of leading a team on successfully raising standards of Safeguarding, attendance and Inclusion | E | A/I |
| Experience of working within an inclusive school environment | E | A/I |
| Experience of coaching to develop others | E | A/I |
| Relevant teaching expertise with evidence of proven examination results | E | A/I |
| Evidence of teaching in at least two schools or Academies | D | A/I |
| A track record of leading teams to improve outcomes for pupils | E | A/I/R |
| Experience of working in partnership with other schools or organisations to improve the outcomes for young people. | D | A/I |
| **Knowledge, Skills and Abilities** |  |  |
| Shows a clear and detailed understanding of what will be involved in addressing the key tasks in the job description. | E | A/I |
| Proven success of delivering lessons addressing the needs of all pupils | E | A/I |
| Ability to analyse, evaluate, and effectively use data to evaluate learning and plan support strategies | E | A/R/I |
| Demonstrate an understanding of quality assurance systems including self evaluation and appraisal | E | A/R/I |
| Demonstrating highly developed skills in performance development, evidencing an ability to tackle underperformance | E | A/R/O/I |
| An understanding of personal development in school, child development and meeting the needs of students | E | A/I |
| **Personal Attributes** |  |  |
| Be an effective leader, highly organised and emotionally literate | E | A/R/I |
| A strong belief in the value of education in developing citizens | E | A/R/I |
| A truly professional approach, leading by example and demonstrating accessibility, excellence, confidence, trust and respect of the entire school and wider community | E | A/R/I |
| A strong commitment to inclusion and overcoming barriers to learning and achievement | E | A/R/I |
| An astute and perceptive approach with strong analytical skills and the ability to use sound judgement in order to anticipate and resolve conflict | E | A/R/I |
| Commitment to the pursuit of continuous professional development of oneself and others | E | A/R/I |
| A proactive, innovative and versatile manner with a high degree of drive, energy, enthusiasm, aspiration, resilience, reliability and integrity | E | A/R/I |
| Commitment to go above and beyond for pupils | E | A/R/I |
| The aspiration to be a Senior Deputy Headteacher or Headteacher in the future | D | A/I |