

**PERSON SPECIFICATION**

**Job Title:**  Deputy Headteacher Achievement

**Reporting to:**  Senior Deputy Headteacher

**Duration:**  Permanent

| **No.** |  | **Essential/Desirable** | **Application Form** | **Assessed by I/T/R** |
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| **QUALIFICATIONS** | | | | |
| 1 | A relevant degree qualification. | **E** | ✓ |  |
| 2 | Qualified Teacher Status | **E** | ✓ |  |
| 3 | Appropriate leadership / qualification e.g. NPQH | **E** | ✓ |  |
| **EXPERIENCE** | | | | |
| 4 | Significant experience of leadership at curriculum level | **E** | ✓ | **I/R** |
| 5 | Experience of leadership in two or more schools | **D** | ✓ | **I/R** |
| 6 | Experience of leading a successful team | **E** | ✓ | **I/R** |
| 7 | Developing strategic plans and ensuring their delivery with impact | **E** | ✓ | **I/R** |
| 8 | Understanding what outstanding teaching practice looks like and how to  use data to rapidly improve outcomes | **E** |  | **I/T** |
| 9 | Leading and developing formative and summative assessments to drive achievement | **E** | ✓ | **I/R/T** |
| **ABILITIES, SKILLS AND KNOWLEDGE** | | | | |
| 10 | Proven ability to lead others, managing day‐to‐day operational issues collaboratively | **E** | ✓ | **I/R** |
| 11 | Ability to teach to GCSE in relevant subject area | **E** | ✓ | **I/R/T** |
| 12 | Ability to deliver effective learning and teaching in the classroom. | **E** |  | **R/T** |
| 13 | Ability to form positive and productive relationships which underpin our approach to pupil behaviour. | **E** | ✓ | **R/T** |
| 14 | Current working knowledge of curricula, specifications and assessment criteria | **E** | ✓ | **R/T** |
| 15 | Ability to prioritise conflicting demands. | **E** | ✓ | **I/R** |
| 16 | Ability to set clearly articulated targets, track progress and adopt strategies towards achieving them. | **E** | ✓ | **I/R** |
| 17 | Ability to use ICT and technology in the classroom to deliver engaging lessons and monitor student progress effectively. | **E** | ✓ | **I/R** |
| 18 | Ability to communicate effectively and sensitively with a range of groups and individuals. | **E** | ✓ | **I/R/T** |
| **PERSONAL QUALITIES** | | | | |
| 19 | Ability to prioritise and manage time effectively | **E** | ✓ | **I/R/T** |
| 20 | Ability to have challenging conversations with empathy and sensitivity | **E** | ✓ | **I/R/T** |
| 21 | Highly organised and emotionally literate | **E** | ✓ | **I/R/T** |
| 22 | A strong belief in the value of education in developing citizens. | **E** | ✓ | **I/R/T** |
| 23 | Highest levels of professional and personal integrity. | **E** | ✓ | **I/R/T** |
| 24 | A strong commitment to inclusion and overcoming barriers to learning and achievement. | **E** | ✓ | **I/R/T** |
| 25 | Personal resilience, persistence and perseverance | **E** | ✓ | **I/R/T** |
| 26 | Commitment to the pursuit of continuous professional development of oneself and others | **E** | ✓ | **I/R/T** |
| 27 | Ability to support and motivate others | **E** | ✓ | **I/R/T** |
| 28 | Sense of humour | **E** | ✓ | **I** |

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