

**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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