

St John's C of E First School
Learning together, aiming high!



DEPUTY HEAD
Person Specification

CRITERIA	QUALITIES	
	ESSENTIAL	DESIRABLE
QUALIFICATIONS AND TRAINING	<ul style="list-style-type: none"> ❖ Qualified teacher status ❖ Degree 	<ul style="list-style-type: none"> ❖ Professional development in preparation for a leadership role
EXPERIENCE	<ul style="list-style-type: none"> ❖ Qualified teaching experience in more than one school setting ❖ Qualified teaching experience in EYFS, Key Stage 1 and Key Stage 2 ❖ Substantial, successful teaching experience at outstanding grade ❖ Successful leadership and management experience in a school ❖ Involvement in school self-evaluation and development planning ❖ Successful leadership of a significant area or phase or inclusion including responsibility for raising standards ❖ Line management experience ❖ Experience of contributing to staff development ❖ Successful experience of leading one or more subject areas 	<ul style="list-style-type: none"> ❖ Successful leadership and management experience in more than one school ❖ Evidence of major whole school responsibilities and experience of turning policy into effective and successful practice ❖ Designated safeguarding lead experience ❖ Experience of performance management and supporting the professional development of colleagues ❖ Experience of offering challenge and support to improve performance ❖ Experience of presenting reports to governors ❖ Experience of working with governors to fulfil whole school responsibilities
SKILLS AND KNOWLEDGE	<ul style="list-style-type: none"> ❖ Able to lead and manage a school team to achieve agreed goals ❖ Understanding of high-quality teaching, and the ability to model this for others and support others to improve ❖ Able to demonstrate high quality teaching strategies ❖ A secure understanding of the requirements of the National Curriculum and Early Years development ❖ Up to date knowledge of statutory regulations and guidance 	<ul style="list-style-type: none"> ❖ Ability to develop and review whole school systems to ensure robust evaluation of school performance and actions to secure improvement ❖ Understanding of school finances and financial management, including budget management and resource deployment ❖ Ability to provide high quality mentoring and coaching

	<ul style="list-style-type: none"> ❖ Understanding of formative and summative assessment strategies ❖ Understanding of age related expectations ❖ Data analysis skills, and the ability to use data to set targets and identify weaknesses ❖ Able to provide effective monitoring of teaching and learning through lesson observation, learning walks, work scrutiny and planning scrutiny ❖ Effective verbal and written communication and interpersonal skills ❖ Able to communicate a vision and inspire others ❖ Able to identify own learning needs and to support others in identifying their learning needs ❖ Able to build effective collaborative working relationships ❖ Deal successfully with situations that may include difficult situations and conflict resolution ❖ Understanding of the characteristics of an effective learning environment and the key elements of successful behavior management ❖ Able to delegate work and support colleagues in undertaking responsibilities ❖ Work successfully with a range of outside agencies ❖ Ability to work under pressure and prioritise effectively 	
<p>PERSONAL QUALITIES</p>	<ul style="list-style-type: none"> ❖ A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school ❖ A commitment to providing a high quality, stimulating learning environment for all children ❖ Relating positively to and showing respect for all members of the school and wider community ❖ Commitment to maintaining confidentiality at all times ❖ Commitment to safeguarding and equality ❖ Commitment to ongoing relevant professional self-development ❖ Empathy with children ❖ Stamina and resilience 	