

Shirley Infant School

Person Specification

Job Title: Deputy Headteacher

Selection Criteria

Qualifications	<ul style="list-style-type: none">• Qualified Teacher Status• Evidence of leadership training EG. NPQSL/NPQML or other training package aimed at senior or middle leaders (desirable)
Shaping the future	<ul style="list-style-type: none">• Has had opportunities to lead staff• Has a vision for primary education and strategies for achieving it.• Has the ability to evaluate theory and research in order to promote effective practice• Ability to determine priorities for improvement and experience of setting targets to deliver them• First-hand experience of school improvement planning (Desirable)• Aware of how to use comparative data for benchmarking and setting targets for school improvement• Understand how monitoring and evaluation contribute to effective strategic planning
Leading Teaching and Learning	<ul style="list-style-type: none">• Substantial, successful and current experience of teaching in infant phase• Successful experience of teaching in Junior phase (desirable)• Outstanding classroom teacher, able to adapt practice to meet the needs of the learners.• Has up-to-date knowledge of NC requirements & assessment.• Has successfully led and managed a core subject.• Can recognise & articulate characteristics of effective teaching, learning and models of curriculum and assessment• Has successfully led INSET at whole school level and can demonstrate impact (desirable)• Has the ability to work alongside teachers to improve the quality of learning for the children• Has experience of coaching and mentoring staff to improve provision and outcomes for children• Understands how curriculum planning relates to pupil assessment, monitoring and target setting • Has the skill and experience to sustain the promotion of pupils' self-worth and positive behaviour through effective management systems• A belief in inclusion

	<ul style="list-style-type: none"> • Is approachable, caring and has integrity • Shows a high level of commitment • Is flexible, has strength of character, is a good listener and an effective communicator • Prepared to ask for advice and support where necessary • Able to cope under pressure whilst maintaining a calm disposition • An ability to promote effective teamwork where everyone is valued, developed appropriately and has high self-esteem • Has ambition
<p>Developing self and working with others</p>	<ul style="list-style-type: none"> • Experience in the Infant phase that has contributed to school improvement. • Has successful leadership qualities and people management skills • Experience of implementing and managing change • Experience of working within senior leadership team and management role (desirable) • Experience of school self-evaluation (desirable) • Understand the need for systematic school self-evaluation • Understanding of the significance of the development and performance management of staff • Able to delegate, support and motivate others to achieve specific targets • Able to monitor, evaluate and improve teaching • Confident to promote and develop others (desirable) • Communicates and explains ideas clearly and succinctly • Will take difficult decisions and convey outcomes clearly and sensitively • Willing to lead by example
<p>Managing the organisation</p>	<ul style="list-style-type: none"> • Demonstrates understanding of the need to develop and sustain a safe, secure, healthy and fair school environment • Able to prioritise, plan and organise own workload and that of others • Has experience of leading teams • Displays the ability to think creatively to anticipate and solve problems • Has successfully developed, implemented, monitored and evaluated school policies (desirable) • Has experience of project management for planning and implementing change (desirable)

Strengthening communities	<ul style="list-style-type: none"> • Work in partnership with parents and children in their education and personal development • Has experience of working with and building links with another school, and the local community (desirable) • Ability to communicate in written form to a range of audiences • Enthusiasm for attending and participating in events that involve the wider community eg fayres, PTA events. • Experience of working with a range of external agencies, including those associated with safeguarding (desirable) • Able to work in partnership with parents to develop home learning
Professional skills and attributes	<ul style="list-style-type: none"> • Demonstrates a genuine empathy with children • Is able to communicate effectively and concisely • Is a good listener • Excellent verbal and written communication skills • Is flexible and has the ability to balance priorities and cope with pressure • Is capable of making reasoned judgements • Is approachable and has integrity • Has a presence that inspires confidence and trust • Is able to motivate and inspire children, staff, parents and governors • Is able and willing to delegate appropriate responsibilities • A commitment to supporting safeguarding and the welfare of all pupils
Securing accountability	<ul style="list-style-type: none"> • Has a good understanding of the role of the governing body and can explain how the Deputy Head will assist governors to discharge their responsibilities effectively • Able to work in close partnership with the Headteacher to raise standards and lead school improvement. • Has experience of reporting attainment and progress to a range of audiences (eg. a subject leader's report to governors) • Has a good understanding of the role of external bodies such as OFSTED • Has a good understanding of the need to be accountable to parents for the education of their child and can articulate strategies that would enable parents to be involved in the life of the school • Demonstrates understanding of individual, team and whole school accountability for pupil learning outcomes