

Person Specification: Deputy Headteacher

Summary of the Post: To be responsible, as part of the Senior Leadership Team (SLT), for the strategic direction of the school and the implementation of the school improvement plan.

Qualifications	
Essential <ul style="list-style-type: none"> • Qualified Teacher Status • Good honours degree or equivalent • National leadership qualification • Evidence of recent leadership training 	Desirable <ul style="list-style-type: none"> • Additional leadership qualifications
Experience	
Essential <ul style="list-style-type: none"> • Whole-school leadership with demonstrable impact • Successful leadership of teams • Experience of working in schools containing both Key Stage 3 and Key Stage 4 students • Effective partnership work with parents and external agencies 	Desirable <ul style="list-style-type: none"> • Experience of working in a range of educational settings • Experience of working in at least two schools • Experience of working in an 11-18 school
Professional Knowledge and Understanding	
Essential <ul style="list-style-type: none"> • Comprehensive understanding of a wide range of curriculum and staffing issues • Good understanding of achievement data and progress tracking • Successful record of working with different groups of students • Up-to-date knowledge of current educational developments, including careers provision • Knowledge of different leadership styles 	Desirable <ul style="list-style-type: none"> • Ability to show high levels of emotional intelligence • Ability to actively listen to others and to form mutually respectful relationships • Understanding of the importance of consultation and the value of sharing good practice • Understanding of 'change management' strategies • Detailed and current knowledge of the Ofsted inspection framework • Understanding of governance
Skills and Attributes	
Essential <ul style="list-style-type: none"> • Outstanding leader with a track record of 'making things happen' • Proven leadership skills including an ability to inspire others and a record of building successful teams • Commitment to professional development • Strong team player who recognises the concept of corporate responsibility 	Desirable <ul style="list-style-type: none"> • Ability to implement and monitor school improvement priorities • Capacity to adhere to deadlines and remain calm under pressure • Ability to prioritise tasks effectively • Ability to apply technology effectively to facilitate student learning and improve staff efficiency
Personal Qualities	
Essential <ul style="list-style-type: none"> • Boundless positive regard for young people • Belief in the importance of developing good character traits that will take us through life • Drive, resilience, innovation and creativity • Commitment to inclusion, diversity and equality • Excellent communicator with strong written, oral and interpersonal skills 	Desirable <ul style="list-style-type: none"> • Ability to be reflective, adaptable and self-critical • Ability to empathise • Proportionate and calm approach to all issues, including conflict resolution • Ability to maintain a sense of perspective • Having 'personal presence'