

Person Specification

Deputy Director of LEARN

Factor	Essential	Desirable	Assessment*
Qualification	<ul style="list-style-type: none"> • Qualified Teacher Status (QTS) or equivalent • Degree (2:2 or above) or equivalent professional experience • Evidence of sustained, relevant professional development aligned to leadership, school improvement or system working • Current valid driving licence and appropriate insurance for business use 	<ul style="list-style-type: none"> • National Professional Qualification (NPQ) or equivalent leadership qualification • Postgraduate qualification related to education, leadership or SEND • Accreditation or formal experience in delivering or quality assuring professional development programmes 	D
Experience	<ul style="list-style-type: none"> • Leadership experience within education, school improvement, SEND hub, Teaching School Hub or system-level context • Experience of contributing to strategic planning and improvement activity with demonstrable impact • Experience of designing, delivering, facilitating or quality assuring high-quality, evidence-informed CPD • Experience of developing and sustaining effective partnerships with schools, MATs, local authorities or delivery partners • Experience of using data, KPIs and performance information to inform priorities and evaluate impact • Experience of acting with delegated authority on behalf of a senior leader • Evidence of consistently high-quality classroom practice, recognised through outcomes, feedback, observation or professional accreditation. • Experience of using strong pedagogical practice to model, influence and improve teaching across schools or teams. • Proven credibility as a practitioner able to translate high-quality teaching into effective professional development and school improvement. 	<ul style="list-style-type: none"> • Leadership experience within SEND or inclusive education at school, cluster or system level • Experience of leading improvement in complex or partnership-based environments • Direct delivery experience within ECF, NPQ, ITT or SEND-specific CPD • Experience of working across multiple organisations or regions • Experience of operating within commissioned provision or formal partnership agreements • Experience of coordinating deployments or school-to-school support • Experience of having teaching practice recognised as exemplary, including being used for modelling, mentoring or professional learning. • Experience of supporting or quality assuring classroom practice beyond own setting (e.g. coaching, deployment, peer review). 	A, I, R
Skills and Knowledge	<ul style="list-style-type: none"> • Secure understanding of high-quality, evidence-informed 	<ul style="list-style-type: none"> • Knowledge of implementation science and evaluating impact 	A, I, R

	<p>professional development and adult learning</p> <ul style="list-style-type: none"> • Strong knowledge of national professional development frameworks (ITT, ECF, NPQ, CPD and AB) • Ability to analyse performance data, feedback and intelligence to drive improvement • Ability to support effective education operations, including contribution to financial oversight and resource deployment • Ability to communicate clearly and credibly with a wide range of stakeholders, including in a public-facing role • Experience of supporting or quality assuring classroom practice beyond own setting (e.g. coaching, deployment, peer review). • Experience of supporting or quality assuring classroom practice beyond own setting (e.g. coaching, deployment, peer review). • Experience of supporting or quality assuring classroom practice beyond own setting (e.g. coaching, deployment, peer review). • Strong organisational and time-management skills, managing competing priorities effectively 	<ul style="list-style-type: none"> • Specialist SEND or inclusion expertise • Experience of developing regional or thematic CPD offers • Experience of managing a discrete budget area • Experience contributing to organisational communications or profile-raising activity • Experience of observing, coaching or providing feedback on teaching to improve quality at scale. • Knowledge of how research-informed classroom practice translates into sustainable improvement across phases and contexts. 	
Personal Attributes	<ul style="list-style-type: none"> • Values-led leader with a clear commitment to inclusion, equity and high standards • Ability to work collaboratively across teams, organisations and partnerships • Professional integrity, discretion and accountability • Resilience, adaptability and sound professional judgement • Approachable, credible and confident professional presence • Commitment to safeguarding and promoting the welfare of children and young people 	<ul style="list-style-type: none"> • Coaching or mentoring experience • Experience of leading cross-functional or multi-disciplinary teams 	A, I, R

**Assessment Method – details how the criteria will be assessed*

A = Application Form, **I** = Interview, **R** = References, **D** = Documentary Evidence