

Ursula Taylor Church of England School



Person Specification

Job Title: Deputy Headteacher

Attributes	Essential Criteria	Desirable Criteria
Qualifications and Professional Status	<ul style="list-style-type: none"> • Qualified Teacher Status • Degree 	<ul style="list-style-type: none"> • National Professional Qualification (NPQ) or working towards one • Additional qualifications related to leadership, SEND or safeguarding
Experience	<ul style="list-style-type: none"> • Successful teaching experience within the Primary age range, demonstrating a strong understanding of high-quality teaching and learning • Experience of school leadership or middle/senior leadership, contributing to whole-school development • Experience of monitoring, evaluation and improvement planning, including the use of evidence to drive improvement • Experience of working effectively with staff, pupils and parents/carers to improve outcomes • Clear understanding of the role of governance and accountability within schools 	<ul style="list-style-type: none"> • Experience of working as a Deputy Headteacher, Assistant Headteacher or Acting Headteacher • Experience of working within a multi-academy trust or partnership • Experience of working closely with governors or trustees, including preparing reports or attending meetings • Experience of leading significant change or improvement projects
Leadership and Management	<ul style="list-style-type: none"> • Ability to work strategically and operationally under the direction of the Headteacher • Strong organisational skills, with the ability to manage priorities, time and resources effectively • Ability to lead, motivate and support staff, promoting high expectations and professional accountability • Experience of line-managing staff and supporting performance management • Confidence to contribute to decision-making, offering 	<ul style="list-style-type: none"> • Evidence of developing future leaders or succession planning • Experience of working with external agencies to improve provision and outcomes

	<p>constructive professional challenge where appropriate</p> <ul style="list-style-type: none"> • Ability to represent the school professionally to governors, external agencies and partners 	
<p>Teaching, Learning and Inclusion</p>	<ul style="list-style-type: none"> • Secure understanding of excellent classroom practice and how to support staff to improve teaching and learning • Commitment to inclusion, including meeting the needs of pupils with SEND and other vulnerabilities • Ability to analyse pupil outcomes and identify actions to improve progress, attainment and wellbeing • Experience of leading or significantly contributing to whole-school improvement in teaching and learning • Experience of coaching or modelling adaptive teaching strategies to improve consistency and quality across classrooms • Experience of promoting inclusive practice, including supporting pupils with SEND and other vulnerabilities to thrive • Ability to use pupil outcomes, monitoring evidence and feedback to refine teaching practice and raise standards • Experience of contributing to curriculum development to ensure it is ambitious, inclusive and well sequenced. 	

Professional Development	<ul style="list-style-type: none"> • Evidence of ongoing professional development relevant to leadership and school improvement • Experience of supporting or delivering coaching, mentoring or CPD, including ECTs and /or aspiring leaders • Commitment to personal professional learning, including engagement with research-informed practice • Ability to develop staff confidence and capacity through reflective practice 	<ul style="list-style-type: none"> • Experience of designing, leading or evaluating CPD that has demonstrable impact on practice • Evidence of developing others' confidence, reflection and professional judgement • Ability to identify and nurture leadership potential within staff teams
Personal Qualities	<ul style="list-style-type: none"> • High levels of integrity, professionalism and discretion • Resilient, adaptable and calm under pressure • Strong interpersonal and communication skills • Commitment to safeguarding and promoting the welfare of children • Alignment with the school's vision, values and ethos • Experience of strengthening parent and community engagement • Ability to contribute to the wider life of the school beyond statutory duties • Reflective and open to continuous professional learning • Calm, resilient and effective under pressure • High emotional intelligence with strong interpersonal skills • Professional, trustworthy and able to handle sensitive situations with discretion • Values-driven, demonstrating integrity, fairness and commitment to safeguarding • Positive role model who builds trust and confidence within the school community 	

