

| <b>Deputy Head Teacher and Inclusion Manager - Person Specification</b>  |                  |                  |  |
|--|------------------|------------------|--|
|  | <b>Essential</b> | <b>Desirable</b> | <b>MOA<br/>(Docs, App<br/>form,<br/>Interview)</b> |
| <b>Education</b>   |                  |                  |  |
| Educated to degree level or equivalent   | ✓                |                  | A, D   |
| QTS  | ✓                |                  | A, D   |
| Evidence of relevant continuing professional development.  | ✓                |                  | A, D   |
| NASENCO qualification  |                  | ✓                | A,D  |
| <b>Knowledge &amp; Experience</b>  |                  |                  |  |
| Experience as a member of a Middle or Senior Management Team.  | ✓                |                  | A R  |
| Experience and/or knowledge of school models and structures.   | ✓                |                  | I  |
| Knowledge and experience of school finances.   |                  | ✓                | I  |
| Current and relevant knowledge of school improvement processes.  | ✓                |                  | A I  |
| Has successfully used a range of strategies to encourage parents to support their children's learning and realise the school's vision  | ✓                |                  | A I  |
| Knowledge and experience of using a range of performance management systems to effectively manage and motivate staff.  |                  | ✓                | I  |
| Has experience of working collaboratively with other schools or communities to improve outcomes.   | ✓                |                  | I, A   |
| Experience of how to develop learning pedagogy through CPD, systems and learning environments.   | ✓                |                  | I  |
| Experience of having contributed to policy formulation, implementation, evaluation and review.   |                  | ✓                | I  |
| An outstanding teacher.  | ✓                |                  | I, D, A  |
| Shows a commitment to a multi-agency approach for the well-being of pupils and their families  | ✓                |                  | I  |
| Has an excellent understanding of assessment and how it can be used to plan curricular interventions to accelerate pupil progress  | ✓                |                  | I  |
| Has experience of curriculum design and management   | ✓                |                  | I  |
| Demonstrates personal enthusiasm for teaching and learning and is an outstanding classroom practitioner who can model the principles of effective teaching and learning to a high standard | ✓                |                  | I  |
| A strategic view of school improvement   |                  | ✓                | A I  |
| An ability to identify leadership potential in others. To be able to foster and develop this through the creation of creative pathways so that the school benefits from their development. | ✓                |                  | I  |
| An understanding of effective school safeguarding measures.  | ✓                |                  | I  |
|  |                  |                  |  |
| <b>Skills and Abilities</b>  |                  |                  |  |
| Able to prioritise, plan and organise own workload and that of others  | ✓                |                  | I  |
| Displays the ability to think creatively to anticipate and solve problems  | ✓                |                  | I  |
| Able to identify, establish and sustain appropriate management structures and systems.   | ✓                |                  | I  |
| Has experience of giving effective feedback to improve the performance of others.  | ✓                |                  | I  |
| Has experience of dealing with conflict and managing challenging situations.   | ✓                |                  | I  |
| The ability to create a united, committed and highly effective staff team.   | ✓                |                  | I  |
| Understands the relationship between managing performance, professional development and school improvement   | ✓                |                  | I  |
| An effective leadership and management style that encourages participation, innovation and develops colleagues' confidence.  | ✓                |                  | I  |

|  |   |   |      |
|--|---|---|------|
| The ability to lead, coach and motivate staff within a performance management framework, providing professional development and effectively challenging and managing any underperformance. | ✓ |   | I    |
| The ability to develop the leadership skills of others as well as to learn from others.  | ✓ |   | I    |
| Strong interpersonal, written and oral communication skills.   | ✓ |   | A I  |
| Strong organisational and time-management skills and the ability to delegate appropriately.  | ✓ |   | I    |
| The ability to skilfully manage and maintain effective working relationships with parents, governors, community members, external agencies and other stakeholders.                         | ✓ |   | I    |
| The ability to take personal responsibility, a readiness to reflect and self-evaluate and the ability to change, improve and develop.  | ✓ |   | I    |
| Commercial understanding and acumen.   |   | ✓ | I    |
| The ability to work well under pressure and manage conflicting demands.  | ✓ |   | I    |
|  |   |   |      |
| <b>Beliefs attitudes and personal attributes</b>   |   |   |      |
| Confidence and self-motivation.  | ✓ |   | I    |
| Optimistic, enthusiastic and flexible.   | ✓ |   | I    |
| Demonstrates high expectations for self and others   | ✓ |   | I    |
| Committed and passionate.  | ✓ |   | A, I |
| Values diversity and equality.   | ✓ |   | I    |
| A good listener, able to communicate effectively and concisely   | ✓ |   | I    |
| Goal focussed, but willing to adapt to and develop a deep understanding of people and context.   | ✓ |   | I    |
| <b>Other</b>   |   |   |      |
| This post is subject to an enhanced DBS disclosure.  | ✓ |   | D    |
| The post holder must be committed to safeguarding the welfare of children and to providing equality of opportunity.  | ✓ |   | I    |