



**Deputy Headteacher
Grimdsyke School**

Person Specification

The person specification below shows the key abilities and skills we are looking for in a Deputy Headteacher. The selection panel will consider candidates for shortlisting on the basis of how well they meet the requirements of this person specification. We are looking for candidates who demonstrate knowledge and understanding of each area, and show evidence of having applied (or awareness of how to apply) this knowledge and understanding in a school context to the best of their ability.

Criteria		Essential/Desirable
Qualifications	<ul style="list-style-type: none"> • Qualified teacher status. • Evidence of further study e.g. NPQ Qualification or any other relevant study/qualifications gained. 	E D
Experience	<ul style="list-style-type: none"> • Successful teaching experience in EYFS/KS1/KS2 • Successful experience as a Middle Leader/Senior Leader. • Experience of working in a multi-cultural setting. • Up to date knowledge of relevant safeguarding legislation and the ability to promote a culture of safeguarding across the school community. 	E E D E
Strategic Direction and School Development	<ul style="list-style-type: none"> • Ability to provide clear educational vision, direction and lead by example. • Experience of leading and implementing whole school initiatives and managing change, developing strategies for raising achievement. • Ability to analyse data, develop strategic plans, set targets and monitor and evaluate progress towards these. • Ability to formulate aims, policies and plans and monitor, evaluate and review the impact of these. • Ability to work in partnership with the governing body. • Knowledge of current educational developments and statutory requirements for a maintained school. 	E E E E E
Leading and Managing Staff	<ul style="list-style-type: none"> • Ability to lead, manage and motivate the whole school community. • Ability to plan, allocate, delegate, support and evaluate work undertaken by groups, teams and individuals. • Successful experience of leading INSET training for staff. • Ability to consult and negotiate effectively with different stakeholders involved with the school, including pupils. 	E E E E
Standards and Achievement	<ul style="list-style-type: none"> • Experience of successful curriculum or subject leadership, with clear evidence of measurable impact on standards and pupil progress. • A understanding of an ambitious, well-sequenced primary curriculum that is broad, balanced and meets statutory requirements, including effective adaptation for SEND and disadvantaged pupils. 	E E

	<ul style="list-style-type: none"> • Experience of monitoring, evaluating and improving the quality of curriculum delivery and teaching. • Ability to collect, analyse and interpret pupil progress and attainment data to inform strategic planning and drive school improvement, including effective use of ICT systems. • Ability to set, communicate and achieve ambitious targets for whole-school improvement, staff performance and pupil outcomes. 	E
Ethos and Inclusion	<ul style="list-style-type: none"> • Ability to create, sustain and model a positive, inclusive school culture that promotes high standards of behaviour, mutual respect and celebrates success. 	E
	<ul style="list-style-type: none"> • Understanding of the factors which create barriers to learning and ability to implement appropriate strategies for reducing inequalities and promoting social inclusion. 	E
Relationships with Parents and the Community	<ul style="list-style-type: none"> • Successful experience of creating and maintaining effective partnerships with parents and the community, to enhance pupils learning. 	E
Deployment of Staff and Resources	<ul style="list-style-type: none"> • Ability to interpret, monitor and manage a budget. 	D
	<ul style="list-style-type: none"> • Experience of recruiting, selecting and deploying staff. 	D
	<ul style="list-style-type: none"> • Ability to manage, monitor and review the use of all available resources, ensuring best value. 	E
Suitability to work with Children	<ul style="list-style-type: none"> • Ability to form and maintain appropriate professional relationships with children and young people. 	E
	<ul style="list-style-type: none"> • Experience of working effectively with a wide range of pupil behaviours and needs, including implementing strategies that promote positive behaviour and inclusion. 	E
	<ul style="list-style-type: none"> • Commitment to Safeguarding and Child Protection to ensure that all children are taught within a safe and cohesive environment. 	E
Other Skills and Abilities	<ul style="list-style-type: none"> • Excellent personal organisational skills. 	E
	<ul style="list-style-type: none"> • Ability to prioritise workload and work to specific deadlines. 	E
	<ul style="list-style-type: none"> • Effective ICT skills. 	E
	<ul style="list-style-type: none"> • Effective interpersonal, communication and presentation skills; both written and oral. 	E
	<ul style="list-style-type: none"> • Self-motivation and a commitment to continued professional development. 	E

All elements of this person specification are intended to provide a guideline to an individual applying for the role of Deputy Head. Any additional elements, while not expected in an applicant, will be developed over time with their involvement in the strategic development of the school.

Further elements of this nature will be shared as and when with the successful candidate at the point of offer.