

Deputy Headteacher	Essential/ Desirable	How identified (A/I/S/R)*
<b>Qualifications</b>		
Qualified Teacher Status	E	A
Degree	E	A
<b>Professional Development</b>		
Evidence of leadership training and professional development	E	A
<b>Experience</b>		
Our Deputy must have successfully gone through Threshold. Appraisal should reflect that s/he is a practitioner who fully meets and exceeds the expectations of an Upper Pay Spine Leader	E	A/R
Evidence of successful leadership and management, e.g. of a subject, or phase, or school improvement priority, which will probably include experience as a senior leader with responsibility for staff management and development	E	A/R/S
Evidence of successful management and administration of a school process or system requiring organisational skills and effective communication	E	A/R/S
Evidence of teaching in more than one school	D	A
Experience of teaching in more than one Key Stage	E	A/R
<b>Skills</b>		
Ability to lead by example and provide a clear direction for a wide range of stakeholders	E	A/I/R
Ability to work as part of a team, lead a team and motivate others	E	A/I/R
Ability to speak publicly including leading staff teams, parents and children in curriculum training and development	E	I/R
Good written communication skills	E	A/I
Committed to the protection and safeguarding of children and young people		
Confident in the use and development of ICT	E	A/R
Ability to support teachers to prepare data, analyse a range of data and ensure effective gap analysis for next step provision	E	A/I/R
Ability to monitor and evaluate teaching and learning and implement strategies for improvement and development	E	A/I/R
Ability to solve everyday problems by using initiative and flexibility	E	A/I/R
Excellent organisation and time management skills	E	A/I/R
Ability to work under pressure, remain calm and resilient	E	A/I/R
Ability to manage challenging situations and/or difficult conversations	E	A/I/R
Ability to investigate, resolve problems and make decisions	E	A/I/R
Ability to manage pupil behaviour effectively	E	A/I/R
<b>Values</b>		
Open and person-centred	E	I
Able to model and uphold with integrity the ethos of the school	E	A/I
Demonstrate an understanding and empathy for the needs of pupils at Mayfield and how these could be met.	E	I
Commitment to a high level of pastoral care	E	A/I/R
Committed to working within the CET, the collaborative ethos and values of the CET	E	A/I
Energy and enthusiasm	E	I/R
Flexibility	E	A/I/R
Resilience	E	A/I/R
A positive outlook and "can do" approach	E	A/I/R
Commitment to continuing personal professional development	E	A/I/R

\*A= Application I= Interview S = Selection Process R = Reference