



## Deputy Headteacher Person Specification

The Board of Governors of St. Mary's CE (VA) is seeking to appoint a Deputy Headteacher with excellent interpersonal skills, personal presence and authority. The successful candidate will be creative, proactive and able to take the initiative in the strategic development of the school. They will be confident in a wide range of settings and with various groups of people, and will have personal warmth and a keen sense of humour. They will have the ability to remain calm under pressure, be highly resilient, and possess high levels of energy and commitment.

The following qualities will constitute some of the main criteria for the interview; evidence of having already made a positive impact in each area is clearly influential, however, where it is not possible to demonstrate from your experience to date, we would encourage you to show how you possess the potential to deliver in this area.

We have shown in the right hand column at which stage we intend to assess each element. 'A' refers to the application form and supporting letter stage. 'I' refers to the interview stage. Applicants should note that their application form and supporting letter should address ONLY the criteria shown with 'A' or 'A/I' in the right hand column.

Qualifications, Personal Development & Faith Commitment	Essential	Desirable	Evidence
Holds Qualified Teacher Status	√		A/I
Demonstrates a commitment to personal professional development, including preparation for a management / leadership role e.g. NPQML, NPQSL, Christian Leadership, Masters in Education	√		A/I
To uphold and develop the Christian ethos and values of a Diocesan school	√		A/I
Experience	Essential	Desirable	Evidence
Evidence of leading curriculum development across a school, incorporating enjoyment and achievement in at least one subject or area	√		A/I
Evidence of development, implementation, support and evaluation of remote learning using a digital platform across the school	√		A/I
Show a commitment to the wider curriculum beyond school and the opportunities it provides for pupils and the school community	√		A/I
Has a clear understanding of the issues surrounding inclusion, including provision for AGT, vulnerable groups and SEND pupils	√		A/I
Has experience of creating, implementing, monitoring and evaluating school policies in consultation with stake-holders	√		A/I
Membership of a senior leadership team with evidence of successful impact on school improvement		√	A/I
Evidence of effective subject leadership; demonstrating quantifiable improvement in one or more core subject.	√		A/I
Has successfully used a range of strategies to encourage parents and carers to support their children's learning in school or at home and realise the school's vision		√	A/I
Has a good understanding of the role and potential impact of the Board of Governance		√	A/I
Has a good understanding of school budget management		√	A/I
Personal Qualities and Attributes	Essential	Desirable	Evidence
A highly motivated and reflective team leader who is approachable and promotes positive relationships with pupils, staff, parents and governors	√		A/I
Respects children and champions each child	√		A/I

A commitment to a high level of pastoral care and an ability to manage pupil behaviour effectively and sensitively	√		A/I
Strong interpersonal skills, including empathy, listening, communication and the ability to influence	√		A/I
Strong personal leadership and management skills that value people throughout the school community, including the ability to motivate, inspire and lead change with sensitivity and energy	√		A/I
Demonstrable ability to support, motivate and challenge colleagues to achieve the highest professional standards (e.g. through coaching, mentoring, leading staff training)	√		A/I
Committed to the pursuit of excellence through reflective practice and continued professional development beyond that provided in school.	√		A/I
Able to prioritise, plan and organise self and others	√		A/I
Displays the ability to think creatively and solve problems in order to build on good practice and identify strengths as well as areas for development	√		A/I
Ability to demonstrate a track record of raising standards of achievement and attainment	√		A/I
Demonstrate emotional literacy, resilience, perseverance and the ability to cope with the pressures of a demanding leadership position	√		A/I
Displays the ability to manage and resolve conflict	√		A/I
Ability to build and develop links between school, Church and the wider community	√		A/I
A commitment to the promotion of extra-curricular, church and community related activities for pupils and families	√		A/I
<b>Teaching and Learning</b>	<b>Essential</b>	<b>Desirable</b>	<b>Evidence</b>
Excellent classroom practitioner with a proven commitment to improving the quality of children's learning	√		A/I
Evidence of a creative and innovative approach to teaching and learning	√		I
Commitment to providing an effective learning environment appropriate to the needs and abilities of the pupils	√		I
Evidence of quality provision of education remotely and supporting pupils and parents with access to this	√		A/I
Implements strategies for monitoring, evaluating and improving the quality of teaching and learning, so raising standards and achieving excellence	√		A/I
Can demonstrate a role in leading academic, spiritual, moral, social, emotional and cultural development of children	√		A/I
Have a good understanding of how assessment strategies and target setting are used to inform learning in order to help pupils make progress	√		A/I
Knowledge and experience of the curriculum across EYFS and KS1 and KS2	√		A/I
High expectations of pupil attainment, personal development and conduct	√		I
Evidence of leading teaching and learning across the school to positively impact upon outcomes of pupils	√		A/I
<b>Shaping the Future</b>	<b>Essential</b>	<b>Desirable</b>	<b>Evidence</b>
Leads, embraces and is able to implement change, creates and innovates	√		A/I
Thinks and works strategically, by helping to build, communicate and implement a coherent and shared vision for the Christian ethos of the school, where everybody is valued and can achieve their full potential	√		A/I
Sets, achieves and helps others to achieve ambitious, challenging goals and targets	√		A/I
Aware of current significant initiatives in education at local and national levels	√		A/I
<b>Developing Self and Others</b>	<b>√</b>	<b>Desirable</b>	<b>Evidence</b>
A record of continuous professional development that includes training in leadership and management and a willingness to undertake other training	√		A/I
Evidence of supporting, training and helping to co-ordinate the professional development of colleagues	√		A/I
Has experience of successfully building and developing teams	√		A/I

Understands the principles and strategies of school improvement and can evidence a role in this process leading to successful school development	√		A/I
<b>Securing Accountability</b>	<b>Essential</b>	<b>Desirable</b>	<b>Evidence</b>
Evidence of development, implementation and use of data systems and policies within the school	√		A/I
The use of a range of tools and evidence, including performance data, to support, monitor, evaluate, report and improve aspects of school, including challenging poor performance	√		A/I
Evidence of understanding and practice in the use, scrutiny and challenging of data to drive up standards of pupil achievement	√		A/I
Evidence of supporting others in enhancing their data skills	√		A/I
Understands the key legal issues relating to schools, such as Child Protection, Equal Opportunities, Race Relations and Disability		√	A/I
Understands the need to be accountable to parents and can demonstrate using strategies that enable parents to be involved in the life of the school	√		A/I
<b>Faith Commitment</b>			
A practising Christian	√		A/I
Able to lead inspiring collective worship	√		A/I
Good understanding of and commitment to religious education	√		A/I
Committed to the ongoing strategic development of the school's Christian ethos across every area of school life	√		A/I
Actively foster good relationships between the school, Parish Church and its community and the Diocese of Manchester	√		A/I
A communicant member of the Church of England		√	A/I
<b>Community</b>	<b>Essential</b>	<b>Desirable</b>	<b>Evidence</b>
Ability to work in partnership with governors, Diocese and Local Authority	√		A/I
Ability to extend and develop school partnerships with parents/carers and the wider community	√		A/I
A good working knowledge of external agencies	√		A/I
<b>Safeguarding</b>	<b>Essential</b>	<b>Desirable</b>	<b>Evidence</b>
Knowledge and commitment to the statutory requirements and other relevant legislation relating to child protection and safeguarding	√		A/I

*The applicant will be required to safeguard and promote the welfare of children and young people*