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| **Person specification**  **Deputy Headteacher**  **March 2023** | Essential or  Desirable | How identified.  Application (A) /  Interview (I) |
| **Educational Qualifications** | | |
| Good honours degree | E | A |
| PGCE or other relevant teaching qualification | E | A |
| Evidence of further professional study – Master’s Degree, NPQSL, NPQH, etc. | D | A |
| **Professional Experience and Knowledge** | | |
| Significant experience of leading whole-school provision and improvement at Deputy or  Assistant Head level (quality, sustained impact and learning are considered more important  than number of years’ experience) | E | A/I |
| Evidence of outstanding leadership, vision, drive and impact, in particular: | E | A/I |
| **Professional Skills** | | |
| Hold and articulate clear values and moral purpose, focused on excellent educational  provision for the young people we serve | E | A/I |
| High level communication skills, ability to build relationships, bring people with you, and  create a culture of contribution and accountability | E | A /I |
| The ability to learn quickly, assimilate ideas, generate understanding, be challenged and be  flexible | E | A /I |
| The ability to lead, manage, influence and challenge others | E | A /I |
| Evidence of having used data to bring about real, impactful improvement | E | A/I |
| **Personal Qualities** | | | |
| Unwavering commitment for the best possible  provision for young people | E | A/I | |
| Emotional intelligence and self-awareness | E | I | |
| A team player and networker who collaborates with, involves and informs others and who  can shape discussion, negotiate and influence | E | A/I | |
| Management ability and experience, evidenced understanding of how to pull ideas through  into practical impact and take others with you | E | A/I | |
| Understanding of change management and evidence of having successfully managed change  within an organisation | E | A/I | |
| High level analytical skills | E | A/I | |
| Excellent interpersonal skills | E | A/I | |
| Excellent ability to communicate verbally and write coherent reports for a range of  stakeholders including governors and external agencies | E | A/I | |
| Excellent time management and prioritisation skills and flexibility | E | A/I | |
| The ability to be positive in the face of challenges and adversity | E | I | |
| Visibility, presence and credibility | E | I | |
| Personal resilience, persistence and perseverance with pupils, staff, parents and governors | E | I | |
| **Safeguarding** | | | |
| Displays commitment to the protection and safeguarding of children and young people | E | A/I | |
| **Personal circumstances** | | | |
| Senior leadership posts at this level require a significant commitment beyond the school day, and term time. Deputies attend  and contribute to governor meetings; they attend after school events/productions on a regular basis and plan for the next  school year. | | | |

N.B any candidate with a disability who meets the essential criteria will be guaranteed an interview.