

**Willow Bank Infant School**

**Deputy Headteacher Person Specification**

**Number of Roll (NoR): 171**

**The person specification set out below shows the key abilities and skills required for this position. Short listing is carried out on the basis of how well you meet the requirements of the person specification. The selection panel will assess each candidate against the criteria listed below expecting each candidate to 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.**

**TRAINING, QUALIFICATIONS and EXPERIENCE**

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| --- | --- | --- | --- |
| Criteria | E/D | Application & supportive statement | Interview |
| Qualified Teacher Status | E |  |  |
| A balanced program of relevant CPD opportunities undertaken in the last three years which include curriculum development, organization and management skills | E |  |  |
| Further qualifications and/or studies relevant to the primary range | D |  |  |
| Experience of the role of Designated Safeguarding Lead | D |  |  |

**LEADERSHIP AND MANAGEMENT**

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| Criteria | E/D | Application & supportive statement | Interview |
| Leadership experience | D |  |  |
| Substantial teaching experience with outstanding teaching skills at primary level | E |  |  |
| Recent teaching experience in EYFS | D |  |  |
| Strong leadership qualities and good interpersonal skills | E |  |  |
| Excellent team leader and team member | E |  |  |
| Proven record of initiating and managing change | E |  |  |
| Strong track record of school improvement | E |  |  |
| High expectations of staff and pupils | E |  |  |
| Ability to coach and mentor staff to improve performance | E |  |  |
| Strong commitment to effective self-evaluation | E |  |  |
| Ability to welcome and encourage parents, re: their children’s learning, the life of the school and the wider community | E |  |  |
| Ability to work effectively with partners in the local community | E |  |  |
| Ability to lead, motivate and empower colleagues as members of a team | E |  |  |
| Understanding of most effective assessment practice and use of data | E |  |  |
| Strong understanding of synthetic phonics and the importance of it being taught effectively | E |  |  |

**PROFESSIONAL KNOWLEDGE AND UNDERSTANDING**

Applicants should be able to demonstrate a good knowledge and understanding of the following areas relevant to the primary phase

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| --- | --- | --- | --- |
| Criteria | E/D | Application & supportive statement | Interview |
| Pupils’ educational development including all groups of children | E |  |  |
| Curriculum and assessment, including subjects and cross curricular aspects | E |  |  |
| Effective teaching and learning strategies | E |  |  |
| Local and national policies, priorities and statutory frameworks | E |  |  |
| An understanding of the other phases of education | D |  |  |
| Role of Governing Body | D |  |  |

**COMMUNICATION /NETWORKING**

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| Criteria | E/D | Application & supportive statement | Interview |
| Ability to communicate effectively with a range of audiences, both verbally and in writing | E |  |  |
| Strong evidence of working effectively with a network of associated schools and/or clusters of schools | D |  |  |
| Experience in liaison work with a range of outside agencies | D |  |  |

**PERSONAL QUALITIES**

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| --- | --- | --- | --- |
| Criteria | E/D | Application & supportive statement | Interview |
| Effective, thoughtful and considered | E |  |  |
| Good sense of humour | E |  |  |
| Diligent, professional, efficient and effective | E |  |  |
| Ability to think tactically and strategically to overcome problems | E |  |  |
| Ability to cope with heavy demands and pressures and manage life/work balance | E |  |  |
| Approachable and supportive | E |  |  |
| Competent skills in technology | E |  |  |