



THE FITZWIMARC SCHOOL

TRADITIONAL VALUES – LASTING SUCCESS

PERSON SPECIFICATION – Deputy Headteacher

	Essential	Desirable
Qualifications & Experience		
Degree level education 2.2 or above	Y	
Degree level education 2.1 or above		Y
QTS and Highly effective classroom teacher	Y	
Recent and substantial experience as a Senior Leader		Y
Evidence of appropriate higher level CPD	Y	
Experience of raising the standards of teaching and Learning &/or behaviour and attendance of pupils at a whole school level	Y	
Experience of monitoring individual pupils or cohorts which has led to increase in levels of progress	Y	
Experience of having led or significantly contributed to the success of a school, through strong and impactful leadership	Y	
Experience of managing and utilising the differing talents of staff across the organisation		Y
Experience of working with parents, outside agencies and other partners in order to raise achievement and safeguard children		Y
Experience of engaging with and utilising the different services and potentials of local businesses and the wider community		Y
Management Skills and Abilities – Leadership & Teamwork		
Ability to contribute to, and successfully implement, a vision for teaching and learning within the school, to inspire others to support that vision and move towards its achievement	Y	
Proven experience of leading, motivating and working effectively with staff, using appropriate delegation, including performance management systems, to increase the impact and effectiveness of staff	Y	
The ability to comprehensively interrogate and interpret data to monitor progress in children's learning and hold staff to account if and where necessary	Y	
Understanding of what outstanding teaching and learning practice looks like, how to diagnose and implement effective strategies to raise standards	Y	
Experience of using a wide and diverse range of information to be able to plan strategically for future teaching and learning developments		y
Experience of responding effectively to changes and challenges that arise from developments in education and in particular innovation in the classroom	Y	
A sound understanding of the impact of technology on education, its place in contemporary learning and the workplace and a demonstrable commitment to utilising such technology	Y	
The ability to contribute to a strategic school improvement plan based on effective self-evaluation which identifies priorities and targets and sets out how they may be achieved	Y	

An understanding of, a commitment to, and an empathy with children that guides them towards academic, spiritual, moral, cultural and social development	Y	
Excellent communication skills, including written presentation and public speaking, to inspire pupils, parents, staff, Governors, business, media and the wider community	Y	
Experience of prioritising, managing and monitoring a budget to secure future development of a school area		Y
Experience of responding effectively to changes and challenges that arise from developments in education and in particular innovation in the classroom	Y	
An awareness of relevant legislation and guidance in relation to safer recruitment and safeguarding procedures and an ability to ensure their implementation	Y	
A proven commitment to inclusive practice and equal opportunities	Y	
Characteristics & Behaviours		
Firmness, fairness, consistency and gravitas arising from a strong set of personal values and a desire to engender a culture of high expectation and achievement within the school community	Y	
An effective leadership and management style, harnessing charisma, energy, drive and passion to motivate and inspire the whole school community	Y	
A willingness and determination to challenge underperformance and the ability to support colleagues in sustained school improvement	Y	
Evidence of ability, and determination to foster collaborative working partnerships with (feeder) primaries, other secondary schools, key agencies, local businesses, the wider community and national groups / organisations	Y	
A strong sense of personal integrity, high emotional intelligence and good judgement skills.	Y	
An ability and willingness to drive teaching and learning /Pupil Progress within the school from a 'can do' perspective, providing clear direction in order to manage change and motivate others.	Y	
Personal resilience, flexibility and the ability to tackle challenging or difficult situations and see them through to a successful conclusion, with good grace and humour.	Y	
The ability to provide objective support and advice to the Board of Governors, to enable it to meet its responsibilities.	Y	
An ability to foster a culture of respect and openness, and of mutual challenge and support.	Y	
An ability to set and work to deadlines.	Y	
Other		
Public facing role, ability to speak fluent English	Y	
Qualified to work in the UK	Y	
The Governing Body is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment.	Y	