

Role Specification

Deputy Headteacher

| Qualifications & Experience | Essential | Desirable |
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| • A graduate with Qualified Teacher Status | ✓ | |
| • Able to show evidence of Continuing Professional Development at a level appropriate to the post. | ✓ | |
| • Leadership and management of a team of teachers and support staff. | ✓ | |
| Professional Knowledge and understanding | Essential | Desirable |
| • Initiating and implementing curriculum developments or other school innovations. | ✓ | |
| • Experience of senior leadership (or at least Assistant Head), with a proven track record of effective school improvement. | ✓ | |
| • Leading and participating in CPD programmes. | ✓ | |
| Abilities and Skills | Essential | Desirable |
| • Excellent organisational and administrative skills. | ✓ | |
| • Communicate highly effectively with a wide range of audiences orally and in writing. | ✓ | |
| • Lead and contribute to discussion and implementation in an informed but sensitive manner. | ✓ | |
| • Deal with day-to-day issues and shifting priorities whilst maintaining focus on longer term goals. | ✓ | |
| • Set standards for staff and students by personal example of hard work, commitment to meeting the needs of students and parents and a high level of professionalism in manner and organisation. | ✓ | |
| • Oversee disciplinary procedures and deal with students, staff and parents in a way that is accepted as clear, firm, supportive and fair. | ✓ | |
| • Set targets for staff, lead, monitor and evaluate their work, delegate tasks appropriately and successfully and contribute to training, staff development and performance management. | ✓ | |
| • Contribute to maintenance of a physical environment and social ethos that promotes learning and positive student attitudes. | ✓ | |
| • Interact with students, parents and staff in a way that shows consideration and respect in tense or difficult situations. | ✓ | |
| • Understand and demonstrate the core principles of school improvement. | ✓ | |

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| <ul style="list-style-type: none"> To keep developments in education under review and manage the consequences of change. | ✓ | |
| <ul style="list-style-type: none"> To develop and implement external initiatives for the benefit of the Trust and the wider community. | ✓ | |
| <ul style="list-style-type: none"> Knowledge of whole school curriculum and how its different components to students' whole school experience. | ✓ | |
| <ul style="list-style-type: none"> Teaching approaches that generate highly effective learning for all students. | ✓ | |
| <ul style="list-style-type: none"> Knowledge and understanding of equal opportunities and inclusion issues. | ✓ | |
| Personal | Essential | Desirable |
| <ul style="list-style-type: none"> A genuine commitment to students and high expectations for their progress and welfare. | ✓ | |
| <ul style="list-style-type: none"> An enthusiasm for learning and education and the ability to inspire and motivate. | ✓ | |
| <ul style="list-style-type: none"> A capacity for hard work. | ✓ | |
| <ul style="list-style-type: none"> Regular and punctual attendance. | ✓ | |
| <ul style="list-style-type: none"> An openness, flexibility and sensitivity to staff, students and parents. | ✓ | |
| <ul style="list-style-type: none"> A capacity for school leadership at the highest level, including the willingness to undertake the National Headteacher Qualification, when appropriate. | ✓ | |
| <ul style="list-style-type: none"> A practical concern to involve parents and the community as fully as possible in the life of the school. | ✓ | |
| <ul style="list-style-type: none"> Effective administration and organisation skills. | ✓ | |