

Deputy Head Teacher Job Specification

A	R	Esse	Desir
Professional Qualifications	<ul style="list-style-type: none"> Qualified teacher status Evidence of recent professional development relative to the post 	Y Y	
Teaching and Learning (demonstrable across all key stages)	<ul style="list-style-type: none"> Enthusiasm for teaching and learning An outstanding classroom practitioner with a track record of good and outstanding teaching Excellent understanding of assessment and how to use it to maximise pupil progress Experience of improving the quality of teaching of others Experience of working within a leadership team to monitor, evaluate and improve teaching and learning across a school Experience of co-ordinating and developing a core curriculum area Has experience of using research evidence to inform teaching and learning Data analysis skills, and the ability to use data to set targets and identify weaknesses 	Y Y Y Y Y	 Y Y Y Y Y
Strategic Development	<ul style="list-style-type: none"> Able to communicate a strong clear vision for high quality primary education which maximises the potential of the school Able to articulate ways of building, communicating and implementing a shared vision Experience of school self-evaluation, and able to discuss effective processes for undertaking this Evidence of leading significant change which has impacted on pupil progress Significant involvement in school improvement planning 	Y Y Y	 Y Y
Working with Others	<ul style="list-style-type: none"> Understands the importance of working in co-operation and partnership with colleagues Approachable, accessible and flexible High expectations and standards of self and others Experience of mentoring, giving effective feedback and supporting colleagues to improve performance Experience of managing difficult situations and conflicts Understanding of the relationship between managing performance, professional development and school improvement 	Y Y Y Y	 Y Y
Management ability	<ul style="list-style-type: none"> Ability to anticipate and solve problems Ability to establish and sustain appropriate management structures Understanding of the need to develop and sustain a safe, secure and healthy school environment 	Y Y Y	

	<ul style="list-style-type: none"> • Experience of developing, implementing, monitoring and evaluating school policies • Able to prioritise, plan and organise own workload and that of others 	Y Y	
Working Partnerships	<ul style="list-style-type: none"> • Employment of a range of strategies to encourage parents to support their children's learning and realise the school's vision • Able to listen to, reflect and act on feedback from stakeholders as appropriate • Experience of leading a project to enhance the school's provision and reputation in its community • Commitment to the wider curriculum beyond school and the opportunities it provides for pupils and the school community 	Y Y Y	Y
Personal Skills and Attributes	<ul style="list-style-type: none"> • Possesses a genuine empathy with children • Energetic and enthusiastic, with the ability to motivate and inspire others • Able to communicate effectively and concisely • A good listener, capable of making reasoned and considered judgements • Approachable, and possessing integrity • Inspires confidence and trust 	Y Y Y Y Y Y	
Accountability	<ul style="list-style-type: none"> • Understands the role of the governing body and can describe how the Assistant Head • Teacher will assist governors in carrying out their responsibilities effectively • Understands the role of Ofsted • Has a good understanding of the need to be accountable to parents for the education of their child and can demonstrate a knowledge of strategies that would enable parents to be involved in the life of the school • Has previous experience of challenging and supporting others in order to achieve specific targets • Can articulate an understanding of individual, team and whole school accountability for pupil learning outcomes • Has a comprehensive understanding of school data and how it can be used to benchmark a school's performance and for target setting • Experience of reporting attainment and progress to a range of audiences 	Y Y Y	Y Y Y Y Y