

Deputy Head Teacher of Teaching and Learning Job Specification

Area	Requirement	Essential	Desirable
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 • Has experience of teaching in a range of schools 	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 	Y Y Y	

	<p>environment</p> <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 	<p>Y</p> <p>Y</p>	
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 	<p>Y</p> <p>Y</p> <p>Y</p>	<p>Y</p>
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 	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	
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 	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>