



## PERSON SPECIFICATION

### Deputy Headteacher: Care, Guidance and Support

	Essential	Desirable
<b>Application form and/or letter</b>		
<b>Knowledge and qualifications:</b>		
➤ Qualified teacher status	✓	
➤ Evidence of personal commitment to professional development	✓	
➤ Evidence of further professional study eg Higher Degree, NPQs etc.		✓
➤ Wide, up-to-date knowledge and understanding of national educational policy and research, and how this translates into the school's context	✓	
➤ A thorough understanding of how young people learn and how student achievement can be maximised	✓	
➤ A thorough understanding of national legislation and guidelines regarding safeguarding and schools' duties to keep children safe	✓	
➤ An understanding of the range of barriers to learning and how these can be overcome to support student achievement	✓	
<b>Experience:</b>		
➤ A senior leadership role and recent evidence of significant whole school impact in this role.	✓	
➤ Experience of accurately using information to evaluate school performance and identify school improvement priorities and actions.		✓
➤ A track record of successfully implementing whole school strategies to improve students' life chances	✓	
➤ Leadership of whole school initiatives resulting in significant school improvement	✓	
➤ Evidence of successfully developing and leading teams, delegating with accountability and managing change	✓	
➤ Teaching experience in more than one secondary school		✓
<b>Interview and/or letter</b>		
<b>Skills, competencies and attributes:</b>		
➤ Can inspire and influence all stakeholders to support the school's ambition of 'Achievement for All'	✓	
➤ A collaborative leadership style with the ability to shape decision making, to ensure high standards are striven for, and achieved, across school	✓	
➤ The desire and ability to engage with and inspire all young people whatever their challenges	✓	
➤ A good understanding of inclusion issues and strategies	✓	
➤ Models good practice and leads by example, with integrity, positivity, creativity, resilience and clarity	✓	

➤ High level critical reasoning skills to identify, construct and evaluate arguments, consider the effectiveness of ideas and solve problems	✓	
➤ Excellent communication skills for a variety of audiences	✓	
➤ High levels of commitment, enthusiasm and motivation	✓	
➤ The ability to build on current good practice whilst moving the school forward with enthusiasm and vision	✓	
➤ Can identify strategic priorities and translate these into practical actions which support both staff and students to succeed	✓	
➤ A high level of emotional intelligence	✓	
➤ The capacity to work hard under pressure	✓	
➤ A sense of humour and the ability to keep things in perspective	✓	
➤ An aspiration to headship		✓
➤ Possess, personal characteristics: <ul style="list-style-type: none"> <li>○ Approachable</li> <li>○ Empathetic</li> <li>○ Committed</li> <li>○ Enthusiastic</li> <li>○ Ethical</li> <li>○ Honest</li> <li>○ Organised</li> <li>○ Patient</li> <li>○ Resourceful</li> <li>○ Resilient</li> </ul>	✓	
<b>Application form and letter</b>		
➤ The supporting letter should be clear, concise, accurately written and presented in an organised way in no more than two sides of A4	✓	
➤ The letter should outline a clear educational philosophy and understanding of the current educational climate. You should demonstrate how your experience has prepared you for this important role referencing the impact of your work to date	✓	
➤ The application form should be fully completed and accurate	✓	