



**St. John's C. of E. Primary School**  
**PERSON SPECIFICATION**  
**DEPUTY HEADTEACHER**

Category	Essential	Desirable
1. <b>Qualifications/ Professional Development</b>	<ul style="list-style-type: none"> <li>▪ Qualified teacher status</li> <li>▪ Evidence of continuing professional development relating to school leadership and management, and curriculum/teaching and learning</li> <li>▪ Ability to identify own learning needs and to support others in identifying their learning needs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Experience of working with other schools/organisations/agencies</li> <li>▪ Experience of leading/coordinating professional development opportunities</li> </ul>
2. <b>Experience</b>	<ul style="list-style-type: none"> <li>▪ Successful experience of leading one or more subject areas</li> <li>▪ Substantial, successful teaching experience at outstanding grade</li> <li>▪ Successful experience in a leadership and management role               <ul style="list-style-type: none"> <li>• At least 5 years successful teaching experience in the primary age range.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Teaching experience across key stages.</li> <li>▪ Curriculum leadership in one or more core subjects</li> <li>▪ Experience of teaching in more than one school</li> </ul>
3. <b>Strategic Leadership</b>	<ul style="list-style-type: none"> <li>▪ Ability to articulate and share a vision of education within the context of the school's motto 'Faith, Excellence and Enjoyment.'</li> <li>▪ Ability to inspire and motivate staff, pupils, parents and governors to achieve the aims of the school</li> <li>▪ Evidence of successful strategies for planning, implementing, monitoring and evaluating school improvement</li> <li>▪ Ability to analyse data, develop strategic plans, set targets and monitor/evaluate progress towards these</li> <li>▪ Understanding of and commitment to promoting and safeguarding the welfare of pupils</li> </ul>	<ul style="list-style-type: none"> <li>▪ Knowledge of the role of the governing body</li> <li>▪ Evidence of having successfully translated vision into reality at whole school level</li> </ul>
4. <b>Teaching and Learning</b>		<ul style="list-style-type: none"> <li>▪ Successful experience in creating an effective learning environment and</li> </ul>

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	<ul style="list-style-type: none"> <li>▪ A secure understanding of the requirements of the primary National Curriculum</li> <li>▪ Knowledge and experience of a range of successful teaching and learning strategies to meet the needs of all pupils</li> <li>▪ A secure understanding of assessment strategies and the use of assessment to inform the next stages of learning</li> <li>▪ Experience of effective monitoring and evaluation of teaching and learning</li> <li>▪ Secure knowledge of statutory requirements relating to the curriculum and assessment</li> <li>▪ Understanding of the characteristics of an effective learning environment and the key elements of successful behaviour management</li> </ul>	<p>in developing and implementing policy and practice relating to behaviour management</p> <ul style="list-style-type: none"> <li>▪ Whole school curriculum leadership</li> <li>▪ Promoting SMSC of pupils across the curriculum</li> </ul>
<p>5. <b>Leading and Managing Staff</b></p>	<ul style="list-style-type: none"> <li>▪ Experience of working and leading staff teams</li> <li>▪ Ability to delegate work and support colleagues in undertaking responsibilities</li> <li>▪ Experience of performance management and supporting the professional development of colleagues</li> <li>▪ Understanding of effective budget planning and resource deployment</li> <li>▪ Leadership of middle management / phase leaders</li> </ul>	<ul style="list-style-type: none"> <li>▪ Experience of working with governors to enable them to fulfil whole school responsibilities</li> <li>▪ Successful involvement in staff recruitment, appointment/induction,</li> <li>▪ Understanding of how financial and resource management enable a school to achieve its educational priorities</li> </ul>
<p>6. <b>Accountability</b></p>	<ul style="list-style-type: none"> <li>▪ Ability to communicate effectively, orally and in writing to a range of audiences – e.g. staff, pupils, parents, governors,</li> <li>▪ Experience of effective whole school self-evaluation and improvement strategies</li> <li>▪ Ability to provide clear information and advice to staff and governors</li> </ul>	<ul style="list-style-type: none"> <li>▪ Experience of presenting reports to governors</li> <li>▪ Leading sessions to inform parents</li> <li>▪ Experience of offering challenge and support to improve performance</li> </ul>

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<b>7. Skills, Qualities &amp; Abilities</b>	<ul style="list-style-type: none"> <li>▪ High quality teaching skills</li> <li>▪ Strong commitment to the mission statement</li> <li>▪ High expectations of pupils' learning and attainment</li> <li>▪ Strong commitment to school improvement and raising achievement for all</li> <li>▪ Ability to build and maintain good relationships</li> <li>▪ Ability to remain positive and enthusiastic when working under pressure</li> <li>▪ Ability to organise work, prioritise tasks, make decisions and manage time effectively</li> <li>▪ Empathy with children</li> <li>▪ Good communication skills</li> <li>▪ Good interpersonal skills</li> <li>▪ Stamina and resilience</li> <li>▪ Effective ICT skills</li> </ul>	
<b>8. References</b>	<ul style="list-style-type: none"> <li>▪ Positive recommendation in professional references</li> <li>▪ Satisfactory health and attendance record</li> </ul>	<ul style="list-style-type: none"> <li>▪ Strong positive examples of leadership impact</li> </ul>
<b>9. Safeguarding</b>	<ul style="list-style-type: none"> <li>▪ St. John's C.E. Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An enhanced DBS check is required for all successful applicants</li> </ul>	

**NOTE:**

- The Recruitment Team are advised to focus on determining whether the candidates meet the requirements in relation to the broad categories, rather than in relation to the individual criteria that are used to illustrate them.