

### Person Specification

<b>JOB TITLE:</b>	<b>Deputy Headteacher</b>
<b>DATE:</b>	<b>May 2025</b>
<b>STATUS:</b>	<b>Final</b>

<b>CRITERIA</b>	<b>Essential/ Desirable</b>	<b>Application</b>	<b>Tasks</b>	<b>Interview</b>	<b>Vetting checks</b>
<b>Knowledge and qualifications</b>					
1. Qualified teacher status.	E	✓			✓
2. National Professional Qualification for Senior Leaders (NPQSL) or other post-qualification educational leadership/management qualification e.g. MEd.	D	✓			✓
3. Evidence of personal commitment to lifelong learning.	E	✓		✓	
4. Current knowledge and understanding of national and local education policy, curriculum and management issues.	E	✓		✓	
5. Thorough understanding of how young people learn and the core features of effective curriculum planning, delivery and assessment from Early Years to Key Stage 2 and transition to secondary.	E		✓	✓	
<b>Experience</b>					
6. Demonstrable experience of teaching in primary to improve pupil outcomes.	E	✓		✓	
7. Experience of contributing to leadership and management in a primary school as a member of the Senior Leadership Team.	E	✓		✓	
8. Previous experience as an Assistant Headteacher or Deputy Headteacher.	E	✓		✓	
9. Track record of success in at least one of the following: leading a key stage/phase; developing and implementing whole school strategies to improve behaviour or attendance; using whole school data to plan and implement effective interventions to improve outcomes; leading whole school teaching and learning, assessment or curriculum development.	E	✓		✓	
10. Experience of working with stakeholders, parents and the community.	E	✓		✓	
11. Evidence of developing and coaching colleagues.	E	✓		✓	

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12. Able to demonstrate holding colleagues to account.	E	✓		✓	
<b>Skills and competencies</b>					
13. Willing to support the headteacher to preserve and develop the school's religious character and be a positive Christian influence in the school by upholding its ethos and values.	E	✓		✓	
14. Demonstrates behaviours consistent with the trust's values: Aspirational, Collaborative, Inclusive, Innovative, Responsible.	E		✓	✓	
15. Models good practice and leads by example with integrity, positivity, creativity, resilience and clarity.	E	✓	✓	✓	
16. Able to translate school improvement priorities into practical actions which support and empower pupils and staff to succeed.	E	✓	✓	✓	
17. Demands ambitious standards and high expectations for all pupils to overcome disadvantage and advance equality.	E	✓	✓	✓	
18. Supports a culture of self-evaluation and demonstrate commitment, engagement and involvement in the school development planning process.	E	✓	✓	✓	
19. Personal drive to effectively plan workload and set priorities for self and others.	E	✓	✓		
20. Team leader who effectively manages own behaviour and relationships with others to provide appropriate support and challenge.	E		✓	✓	
21. Excellent oracy and communication skills that are effective for a range of audiences including how best to approach difficult or sensitive issues.	E		✓	✓	
22. Committed to working with other professionals to champion best practice and secure excellent outcomes for all pupils.	E	✓	✓	✓	
<b>Other</b>					
23. No disclosure about criminal convictions, barring or misconduct that is considered to make the candidate unsuitable for this particular role.	E	✓		✓	✓
24. Ability to safeguard and promote the welfare of children including motivation to work with children, forming and maintaining appropriate relationships and personal boundaries with children and young people, emotional resilience in working with challenging behaviours and attitudes to use of authority and maintaining discipline.	E			✓	✓

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25. No concerns about medical fitness or attendance that is considered to make the candidate unsuitable for this particular role.	E				✓
26. Embraces and displays the NEAT values: aspirational, collaborative, inclusive, innovative, has integrity, responsible.	E	✓	✓	✓	