

## Trust wide Deputy Headteacher 2019

### Personal Specification

Qualification and Experience	<p><b>All essential</b></p> <ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> <li>• Successful teaching within the Primary Sector</li> <li>• Is able to demonstrate experience of successful leadership and management including: working with a large team and of collaborating effectively with a range of leaders, whether they are teachers or governors and administrators and evidence that this collaboration and partnership with parents has impacted positively on pupil outcomes/staff performance.</li> <li>• Minimum of 5 years' experience working within more than one Primary School (desirable)</li> </ul>
Knowledge and understanding	<ul style="list-style-type: none"> <li>• Exemplary knowledge and application of revised primary curriculum, DFE guidelines about inclusion and safeguarding and Ofsted framework 2019</li> <li>• Up to date knowledge and implementation of effective teaching and learning strategies including AfL.</li> <li>• Good understanding and demonstrable commitment to the Parental Engagement and Partnership agenda.</li> <li>• Can use a range of strategies for school improvement including: contributing to any team positively and share a common purpose; reconcile differences of opinion; create a climate of trust; develop a long term vision and measure impact.</li> <li>• Promote the raising of standards, development of the curriculum effectively and evaluate performance of children and staff; addressing/resolving issues as you find them</li> <li>• Maintain high expectations of pupils and colleagues, holding everyone account.</li> <li>• Lead on promoting a positive learning environment and strong morale.</li> <li>• Develop oversight of the leadership of the schools and the trust and have a clear vision in all your areas of responsibility, which is shared with the team, and evolving.</li> <li>• Maintain an increasing knowledge base and expertise in areas of subject specialisms and responsibilities and be accountable for standards in these areas.</li> <li>• Keep up to date on current educational issues/legislation/initiatives and inform the leadership of necessary changes to policy and practice, ensuring they are implemented in a timely fashion. etc.</li> </ul>
Pedagogical skills	<ul style="list-style-type: none"> <li>• Ability to teach creatively and effectively to meet the needs of all learners across a year group, phase and key stage (essential)</li> <li>• Ability to critically self-evaluate and review improvement across a year group, phase and key stage (essential)</li> </ul> <p>Evaluate impact, collect, analyse and action soft information and hard data across our schools and the Trust and address issues you discover promptly and effectively.</p>
Leadership skills	<p>The post holder is an exemplary role model leader who can (all essential):</p> <ul style="list-style-type: none"> <li>• Motivate others beyond immediate team by developing a clear, shared vision and explicitly valuing and appreciating the role of colleagues in achieving this</li> <li>• Envisage the overview of one or both schools and the trust as a whole, in relation to school improvement priorities.</li> <li>• Lead change within their immediate teams effectively by holding themselves and others to account; communicating effectively, including asking for help immediately when stuck.</li> <li>• Lead by example in the little things: becoming an efficient organiser who meets deadlines, apologises sincerely and keeps commitments.</li> <li>• Encourage and support other peers, other leaders and new colleagues, provide positive and constructive advice, boost morale and effect improvements, by being the change you want to see.</li> </ul>

	<ul style="list-style-type: none"> <li>• Develop your presence and impact as a leader by delivering and supporting inset sessions, taking more than your share of the blame when things go wrong and less of your share of the credit, when they don't.</li> <li>• Hone your mediation/conciliation skills, resolving disagreements through honest open dialogue and involving ALT members, including Executive Headteacher, as necessary.</li> <li>• Exemplify agreed policy and best practice; prioritise and delegate promptly.</li> <li>• Oversee the auditing, storage, management and use of limited resources effectively and hold others to account for doing the same.</li> <li>• Ensure that Human resources are deployed creatively with a focus on each staff member having the opportunity to impact positively on future outcomes for children.</li> </ul>
Professional Values and Practice	<ul style="list-style-type: none"> <li>• Live out the trust ethos of Striving for the Heights with a smart professional appearance and respect for social, cultural, linguistic, religious and ethnic diversity.</li> <li>• Have a flexible and adaptable approach to work, be willing to go the extra mile to get the job done for the benefit of our pupils, our colleagues and for yourself.</li> <li>• Have a happy and positive attitude to the work you undertake and excellent attendance.</li> <li>• Be emotionally resilient and respond to challenging situations in a calm, professional manner at all times, especially when faced with a complaint.</li> <li>• Be collaborative, working in partnership with colleagues (both internally and externally) as part of an inclusive team.</li> <li>• Have a thirst for excellence and a relentless drive to achieve the best outcomes for our pupils, as well as being committed to inclusion, safeguarding and equality.</li> <li>• Maintain capacity and enthusiasm to learn, remaining self-motivated, reflective, creative and innovative, in all circumstances.</li> <li>• To have a strong awareness of professionalism and respect for confidentiality.</li> <li>• To be able to self-evaluate your own performance, keep own knowledge and skills up to date, and participate in relevant training and CPD opportunities as required.</li> <li>• Appreciate the cultural and social diversity of our community as a rich resource.</li> </ul>
<b>Summative Agreement</b>	
Confidentiality Code of conduct Safeguarding Health and Safety Induction	<ul style="list-style-type: none"> <li>• I will treat all information about children, families and staff discreetly with regard to confidentiality and data protection, and will report all concerns to the appropriate person(s).</li> <li>• I will adhere to the Trust's code of conduct and all other school policies.</li> <li>• I will comply with all Trust policies and procedures related to equality, safeguarding, and e-safety and will report any concerns to the appropriate person(s).</li> <li>• I agree to take care of my own and other's safety at all times and to carry out my duties in accordance with the Trust's Health and Safety policy and procedures.</li> <li>• On joining the Trust, I agree to attend Induction sessions and complete all related tasks as required.</li> </ul>
<p><i>This person specification is provided to assist staff to understand and appreciate the work content of their post and the role they are to play in school. It does not comprise a full and comprehensive list of all the tasks that the post holder will undertake in fulfilling their responsibilities, and may be subject to amendment or modification at any time in consultation with the post holder.</i></p> <p>Agreed by post holder _____ Date _____</p>	

Date of this review: June 2019	Date of next review: September 2019
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