



Deputy Headteacher – Russell Hall Primary School – Person Specification

Core Purpose

The core purpose of the Deputy Headteacher is to support the headteacher in providing professional leadership and management for our school. This will secure success and improvement for the school; ensure high quality education and personalised learning for all its pupils and high standards and achievement in all areas of the school's work. The Governing Body will expect the deputy headteacher to lead by personal example in demonstrating a full and professional commitment to excellence in primary education.

The jobholder will carry out the duties of a Deputy Headteacher as set out in the current edition of the School Teachers' Pay and Conditions Document issued by the Department for Education.

Job description	Attributes required
<p><u>Shaping the future</u></p> <p>Critical to the role of deputy headship at our school is working with the headteacher, governing body and others to further develop a shared, strategic vision and plan which inspires and motivates pupils, staff and all other members of the school community and leads to raised standards of achievement.</p>	<p><u>Essential</u></p> <ul style="list-style-type: none"> • A minimum of two years as a proven successful leader. • Able to work with the leadership team to build a coherent vision of excellence for the school and has the ability to work steadily towards this goal. • Proven experience of raising standards of achievement. • Proven and varied experience as an excellent classroom practitioner. • Is an inspirational leader, able to motivate and empower staff. • Able to make difficult decisions and follow them through. • A determination to raise standards across the school and ability to do so effectively. • Has good oral and written communication skills and good listening skills. • Has experience of strategy formation and implementation in a school or other appropriate setting. <p><u>Desirable</u></p> <ul style="list-style-type: none"> • Experience of working in all key stages • Experience of using the relevant data tools available eg. Data dashboard, ASP, FFT, etc

<p><u>Leading Learning and Teaching</u></p> <p>To provide high quality learning and teaching to enable our pupils to become effective, enthusiastic, independent learners, committed to life-long learning. This implies setting high expectations so that pupils achieve their maximum potential.</p>	<p><u>Essential</u></p> <ul style="list-style-type: none"> • Has substantial, effective and successful experience as a member of the senior management team in at least one primary school. • Has a good understanding of the National Curriculum, Foundation Stage Curriculum and statutory assessment arrangements. • Substantial and successful experience of monitoring and evaluation, data analysis target setting and school improvement planning. • Understands available school performance data, its analysis and use to secure school improvement. • Has a good knowledge and understanding of the principles that underpin inclusion and a good understanding of the SEN code of practice and wider inclusion strategies. • Understands current Ofsted requirements and the inspection process. • Able to manage and develop a culture of high expectations and appropriate challenge and lead by personal example. • Is committed to delivering a broad and balanced curriculum, which includes innovative approaches to enrich the spiritual, cultural, social, emotional and sporting experiences of all pupils. • Has experience of observing and feeding back on learning and teaching to staff in order to improve further the quality of learning and teaching across the school. • Has substantial, effective and successful experience as a curriculum leader. • Up-to-date knowledge and understanding of current educational issues. <p><u>Desirable</u></p> <ul style="list-style-type: none"> • Has experience leading a phase of school, including Appraisal of staff • Has experience of tracking and reporting on the progress of pupils in receipt of Pupil Premium
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<p><u>Developing Self and Working with Others</u></p> <p>To work with the headteacher and through others, including our pupils, staff, governors, parents and other members of the community to build a professional learning community, which enables others to achieve.</p>	<p><u>Essential</u></p> <ul style="list-style-type: none"> • Has a DfE recognised teaching qualification. • Is an active learner and can show evidence of own continuing professional development and is committed to learning, listening and reflecting. • Has a good knowledge and understanding of relevant legislation and current educational developments, including the safeguarding of children. • Treats all people fairly, equitably and with dignity to create and maintain a positive school culture. • Able to develop a rapport with the children. • Has a calm and authoritative manner with a visible presence around school. • Able to promote team and individual working as appropriate to fulfil school objectives. • Able to establish excellent working relationships with others. • Experience of developing individuals and teams in order to achieve personal and shared goals in the drive for school improvement. <p><u>Desirable</u></p> <ul style="list-style-type: none"> • Has further relevant qualifications. • Able to balance work and personal life and is considerate of the well-being of others. • Has experience of leadership in rigorous Performance Management.
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<p><u>Managing and Leading the Organisation</u></p> <p>To support the headteacher in providing effective organisation and management for our school, and to lead and seek ways of improving organisational structures and functions. Ensure that the school and the people and resources within it are organised and managed to provide an efficient, effective and safe learning environment, managing available resources and ensuring value for money through effective performance management.</p>	<p><u>Essential</u></p> <ul style="list-style-type: none"> • Able to promote good behaviour and a positive school ethos and high attendance. • Able to identify successes and failures and positively embrace change to secure continuous school improvement including taking risks in order to find improved ways of working. • Prepared to challenge staff and established ways of working in order to move the school forward • Has experience of leading or participating in the implementation of school or educational initiatives. • Will be expected to work evenings or weekends on occasion. • Willing to be a Deputy Designated Safeguarding Lead and undertake any necessary training. • Experience of managing risk in schools. <p><u>Desirable</u></p> <ul style="list-style-type: none"> • Some understanding or experience of managing a budget. • An understanding of strategic planning, monitoring and evaluation. • Has been a DSL in school
<p><u>Securing Accountability</u></p> <p>With values at the heart of their leadership, the deputy headteacher at our school will have a professional responsibility to the whole school community. The deputy headteacher is also legally and contractually accountable to the headteacher and governing body for the school, its environment and all its work. Additionally, the deputy headteacher is responsible for supporting the headteacher in ensuring collective responsibility in order that all members of the school community accept they are accountable for the contribution they make to school outcomes.</p>	<p><u>Essential</u></p> <ul style="list-style-type: none"> • Is prepared to be accountable along with the headteacher for the school's performance. • Is prepared to take direction from the headteacher and governing body. • Understands the need to maintain a safe and healthy environment for all users of the school. • Understands the school's responsibilities for child protection and the safeguarding of pupils. • Has high expectations of all teaching and support staff and is prepared to support the headteacher in dealing with any underperformance in a firm and fair way. <p><u>Desirable</u></p> <ul style="list-style-type: none"> • Has some experience of encouraging and coaching underperforming staff. • Has some experience of working with a governing body.

<p><u>Strengthening Community through Collaboration</u></p> <p>To engage with the internal and external school community, thus modelling the principles of equity and entitlement. To work with the headteacher to encourage and engage in collaboration with other schools in order to bring positive benefits to the school and share its expertise more widely.</p>	<p><u>Essential</u></p> <ul style="list-style-type: none"> • Recognises the vital partnership with parents/carers and in particular, their role in contributing to the child’s education and positive school life. • Has some experience of working effectively with parents and the community. • Committed to networking and collaboration with partners, including other schools, the LA, businesses and community organisations.
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Equal Rights

Our school is an equal rights employer. We require our governors and employees to follow our equality policies and to follow all statutory requirements concerning age, race, religious, sex, sexual orientation and disability discrimination. We respect and protect the rights of people with disabilities both in terms of equal opportunity for employment and access to the school's services.

Job Sharing

Job Share applicants are welcome to apply for all full-time posts unless otherwise stated in the advertisement.

Disabled Applicants

Disabled applicants are guaranteed an interview if they meet the essential requirements of the Personnel Specification. As an equal rights employer our school is committed to make any necessary reasonable adjustments to the selection process, the job role and the working environment that would enable access to employment opportunities for disabled people. Where a disabled applicant is being assessed the selection panel's decisions will be based on an assessment of that person's expected capabilities once reasonable adjustments have been made.