

# Thornton Cleveleys Baines Endowed VC Primary School

## Person Specification/Selection Criteria for a Deputy Headteacher

*NB: This is a master outline for a person specification; this should be personalised to the school. It is not expected that all the suggestions are included; only those relevant to the post and the wording/vocabulary can also be altered to suit the school's needs. Italic text indicates guidance notes that should be deleted. Bold text indicates criteria strongly recommended.*

### Person Specification/Selection Criteria for Deputy Headteacher at Thornton Cleveleys Baines Endowed VC School.

***The applicant will be required to safeguard and promote  
the welfare of children and young people***

Selection decisions will be based on the criteria below. At each stage of the process an assessment will be made by the appointment panel to determine the extent to which the criteria have been met and the ability to fulfil the job description for the post.

Candidates failing to meet any of the essential criteria will automatically be excluded at any stage of the process.

The appointing panel will use a combination of assessment tools to determine each candidate's suitability and the extent to which the criteria have been met. These assessment tools include (but are not limited to) the application form, supporting statement, information gathered during the interview process and references.

#### **[A] Qualifications**

		<b>Essential/Desirable</b>
1.	Qualified teacher status	<b>E</b>
2.	Degree	<b>E</b>

#### **[B] Professional Development**

		<b>Essential/Desirable</b>
3.	Evidence of appropriate professional development for the role of Deputy Headteacher <b>OR</b> Evidence of on-going leadership and management professional development.	<b>E</b>
4.	Up to date safeguarding training and knowledge of legislation for the protection of young people	<b>E</b>

#### **[C] School leadership and management experience**

		<b>Essential/Desirable</b>
5.	Evidence of direct involvement in whole school self- evaluation and school improvement strategies	<b>D</b>
6.	Successful experience of leading one or more curriculum areas	<b>E</b>
7.	To have led whole school initiatives	<b>E</b>
8.	Experience of working effectively within staff teams	<b>E</b>
9.	Experience of line management of staff	<b>E</b>

		Essential/Desirable
10.	To have had responsibility for policy development and implementation	E
11.	To have had experience of and the ability to support other staff with their professional development across the primary range (e.g. peer support, mentoring, delivering training)	E
12.	Work positively with parents and carers	E
13.	To demonstrate an awareness of current national education policy	E

#### **[D] Experience and knowledge of teaching**

		Essential/Desirable
14.	Proven excellence in teaching pupils within the primary phase	E
15.	Thorough knowledge of teaching and learning across all 3 Key Stages in the primary phase.	E
16.	Secure understanding of assessment strategies, data analysis and the use of assessment to maximise achievement.	E
17.	Ability to promote inclusion and meet the needs of all pupils	E
18.	A commitment to addressing diversity positively	E

#### **[E] Professional Attributes**

		Essential/Desirable
19.	Ability to deal effectively and positively with a range of pupil behaviours	E
20.	An ability to communicate effectively, both orally and in writing, with a range of audiences	E
21.	To be a leader of learning demonstrating, promoting and encouraging outstanding classroom practice	E
22.	Have a good commitment to sustaining regular attendance at work	E
23.	A commitment to professional development for self and others.	E
24.	A desire to further develop as a primary leader	E
25.	Ability to support and develop the vision of the school	E
26.	Ability to motivate adults and children	E

#### **[F] Personal Qualities**

		Essential/Desirable
27.	A passion for pupil aspiration	E
28.	Excellent interpersonal skills	E
29.	Be committed to working with a high level of integrity and professionalism	E
30.	Excellent organisational skills and the ability to prioritise tasks, make decisions and manage time effectively	E
31.	Ability to build and maintain good relationships with colleagues, parents and members of the wider school community	E
32.	The ability to perform effectively under pressure	E

33.	Be aware of their own strengths and areas for development and listen to, and reflect constructively and act upon as appropriate, feedback from others	<b>E</b>
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### **[G] Safeguarding**

		<b>Essential/Desirable</b>
34.	Displays commitment to the protection and safeguarding of children and young people	<b>E</b>
35.	The ability to form and maintain appropriate relationships and personal boundaries with young people	<b>E</b>
36.	Has up to date knowledge and understanding of relevant legislation and guidance in relation to working with and protection of children and young people	<b>E</b>
37.	Will co-operate and work with relevant agencies to protect young people	<b>E</b>

### **[F] Professional Skills**

Each candidate will be expected to demonstrate a knowledge and understanding of working within and towards the Headteacher' Standards 2020 which also form the basis of the Job Description.

Candidates will be expected to show evidence of developing this knowledge and understanding in their current setting as well as an awareness of how this could be applied in xxx school throughout the appointment process.

### **[H] Confidential References and Reports**

38.	Positive recommendation from all referees, including current employer	<b>E</b>
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### **[I] Application Form and Supporting Statement**

***The form must be fully completed and legible. The supporting statement should be clear, concise and related to the specific post and on no more than 3 sides of A4 in size 12 font.***