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**Person Specification for**

**Deputy Headteacher at Basnett Street Nursery 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**

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|  | **Qualification requirements** | **Essential/ Desirable** |
|  | Qualified teacher status | E |
|  | Degree | E |
|  | Early years specialism | D |

**[B] Professional Development**

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| --- | --- | --- |
|  |  | **Essential/ Desirable** |
|  | Evidence of recent and appropriate professional development for the role of Deputy Head Teacher **Or**  Evidence of ongoing leadership and management professional development. | D |
|  | Evidence of recent EYFS professional development | E |
|  | Willingness to undertake leadership and management professional development. | E |
|  | Up to date safeguarding training and knowledge of legislation for the protection of young people. | E |
|  | Willingness to undertake DSL training. | E |

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

|  |  | **Essential/ Desirable** |
| --- | --- | --- |
|  | Successful leadership as a Deputy Headteacher, Assistant Head or Foundation Stage Leader. | D |
|  | Evidence of impact due to successfully leading on a school improvement priority | E |
|  | Evidence of the application of strategies to monitor, review, evaluate and improve staff performance of teaching and learning. | E |
|  | Experience of leading curriculum development. | E |
|  | Experience of leading and managing a large team of Teaching Assistants in order to ensure consistency in curriculum implementation | D |
|  | To have had experience of guiding, mentoring, or training individuals or teams. | E |
|  | Maintains good awareness of current national education policy and strategy. | E |
|  | Experience of working as a multi-agency team. | D |

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

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|  |  | **Essential/ Desirable** |
|  | To have an in-depth knowledge and understanding of child development | E |
|  | To have a working and current knowledge and understanding of how individual children’s needs can be met through high quality EYFS provision, which reflects the EYFS Statutory requirements | E |
|  | Experience of working in partnership with parents to engage them in their child’s educational development. | E |
|  | Can effectively analyse school data and identify appropriate actions which then form part of the school improvement plan. | E |
|  | Commitment to ensuring inclusion and addressing diversity positively. | E |
|  | To have a sound understanding of how children’s learning can be assessed so that any gaps are quickly identified and addressed | E |
|  | Demonstrate an understanding of the effectiveness of attachment aware approaches and experience of using these in practice. | D |
|  | Experience of working with SEND children and using a range of adaptive approaches to support and meet their needs | E |

**[E] Professional Attributes**

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|  |  | **Essential/ Desirable** |
|  | Strong behaviour management skills. | E |
|  | Have an understanding of a relational approach to behaviour which is inclusive for all. | D |
|  | An ability to communicate effectively, both orally and in writing, with a range of audiences | E |
|  | To be a leader of learning; demonstrating, promoting, and encouraging excellent provision and practice. | E |
|  | To be open to professional self-reflection, committed to own continuous professional development and that of all staff | E |
|  | Have a good commitment to sustaining regular attendance at work | E |
|  | To be able to quickly identify weaknesses in teaching and effectively act to improve weak practice | E |
|  | The ability to take the initiative in planning, prioritising and organising self and others | E |

**[F] Personal Qualities**

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|  |  | **Essential/ Desirable** |
|  | A passion for achieving the very best outcomes for all children | E |
|  | Ability to articulate personal values and working principles. | E |
|  | A clear vision for an innovative, progressive and forward thinking school. | E |
|  | The ability to communicate and implement the clear vision for the school. | E |
|  | The capacity to provide inspirational, enthusiastic and innovative educational leadership | E |
|  | A caring and considerate attitude towards children, which values each child's potential and recognises each child as an individual. | E |
|  | Flexibility, initiative and personal responsibility to maintain a positive attitude in the face of a challenging and demanding job | E |
|  | An ability to establish effective working relationships with a wide and diverse range of people including pupils, parents, Governors, colleagues, other professionals and wider community | E |
|  | The ability to inspire confidence | E |
|  | Excellent interpersonal skills. | E |
|  | The ability to communicate and support effective pedagogy in the early years. | E |
|  | The ability to drive forward and uphold the schools shared vision. | E |
|  | Think analytically and creatively and demonstrate initiative in solving problems | E |
|  | Be aware of their own strengths and areas for development and listen to, and reflect constructively and act upon as appropriate, feedback from others | E |

**[G] Safeguarding**

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|  |  | **Essential/ Desirable** |
|  | Displays commitment to the protection and safeguarding of children and young people | E |
|  | Has up to date knowledge and understanding of relevant legislation and guidance in relation to working with and protection of children and young people | E |
|  | Will co-operate and work with relevant agencies to protect young people | E |
|  | Experience of undertaking the role of DSL/backup DSL. | D |

**[H] Professional Skills**

Each candidate will be expected to demonstrate knowledge and understanding of the Teacher Standards and Headteachers' Standards 2020 which also form the basis of the Job Description. Candidates will be expected to show evidence of having applied this knowledge and understanding in their current setting as well as an awareness of how this will be applied in Basnett Street Nursery school.

**[I] Confidential References and Reports**

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| Positive recommendation from all referees, including current employer | E |

**[J] Application Form and Supporting Statement**