Deputy Headteacher and Class Teacher
Person Specification

Attribute	Essential	Desirable
Qualifications and professional development	Qualified Teacher Status (QTS).	Further professional development related to leadership or school improvement.
	Evidence of relevant professional development and a commitment to continued learning.	
Teaching and curriculum	Successful primary teaching experience and the ability to demonstrate excellent classroom practice.	Experience across a range of primary year groups or phases.
	Secure understanding of effective teaching and learning, including how to adapt teaching to meet children's differing needs.	
	Strong knowledge of the primary curriculum, particularly English and mathematics, and the ability to plan for progression and achievement.	Expertise in a subject or curriculum area that could contribute to curriculum leadership.
	Ability to use assessment effectively to inform teaching, identify needs and support progress.	Experience using Bromcom.
	High expectations for children's learning, behaviour and achievement.	Experience of managing transitions between phases.
	Ability to create a positive, well-organised and stimulating learning environment.	Evidence of using ICT effectively to support teaching and learning.
	Ability to work effectively with teaching assistants and other support staff.	
Leadership and school improvement	Ability to contribute to whole-school leadership and improvement.	Experience of senior leadership.
	Ability to lead and sustain improvement and support colleagues positively through change.	Successful experience leading a whole-school curriculum or teaching and learning development that has contributed to sustained improvement.
	Ability to plan for change and support the implementation of school improvement priorities.	Experience of staff induction, mentoring or appraisal.
	Ability to set high expectations, establish clear priorities and support colleagues to achieve them.	Experience contributing to school self-evaluation and improvement planning.
	Ability to monitor and evaluate teaching, learning and children's achievement and identify areas for development.	Experience working with governors, the Local Authority or external agencies.
	Ability to communicate effectively and build positive professional relationships with colleagues and stakeholders.	

Safeguarding, inclusion and wider responsibilities	Strong commitment to safeguarding and promoting the welfare of children.	Recent child protection or safeguarding training.
	Understanding of the importance of inclusion and high expectations for all children.	Experience supporting children with a range of learning needs.
	Understanding of the importance of following school policies and procedures.	Experience of leading or contributing to attendance improvement.
	Commitment to working in partnership with parents, governors and the wider community.	Experience developing links with parents, the wider community or external agencies.
	Understanding of the importance of promoting children's health, safety and wellbeing.	Knowledge of the role of governors and the Local Authority in supporting schools.
Personal qualities	Positive, enthusiastic and proactive, with the resilience to meet challenges and support improvement.	
	Approachable, caring and able to deal sensitively with people.	
	Strong interpersonal, written and verbal communication skills.	
	Able to motivate others and contribute positively as a member of a team.	
	Reflective and willing to seek advice, learn from feedback and continue to develop.	
	Able to organise workload, prioritise effectively and meet deadlines.	
	Flexible and responsive to changing school priorities.	
	Committed to contributing to a supportive team culture and promoting staff wellbeing.	