

## Deputy Headteacher: Person Specification

CRITERIA OR REQUIREMENTS	METHOD OF ASSESSMENT	ESSENTIAL/ DESIRABLE
<b>QUALIFICATIONS</b>		
Qualified Teacher Status (QTS) or Early Years Teacher Status (EYTS), with substantial early years leadership experience	AF	E
Evidence of ongoing professional development relevant to Early Years, inclusion, leadership or curriculum development	AF	D
<b>EXPERIENCE</b>		
Strong understanding of early childhood development, the EYFS curriculum and inclusive pedagogy, with proven impact on children's outcomes	AF/I	E
Proven record of improving outcomes for children, including those with SEND or experiencing disadvantage, through high-quality teaching and targeted intervention	AF/I	E
Experience of developing, implementing and evaluating curriculum areas, whole-school initiatives and/or school policies	AF/I	E
Experience in modelling exemplary practice based on current research, evidence and child development theory	AF/I	E
Demonstrated ability to lead, inspire and manage staff effectively, promoting strong professional practice and team cohesion	AF/I	E
Experience working effectively with parents / carers and multi-agency partners to support children's holistic development	AF/I	E
Experience in coaching, mentoring, delivering CPD or supporting professional development of colleagues	AF/I	D
Experience contributing to school self-evaluation and improvement planning processes	AF/I	D
Experience leading or contributing to whole-school assessment or data systems	AF/I	D
<b>KNOWLEDGE / SKILLS / ABILITIES</b>		
Excellent interpersonal, communication, and organisational skills.	AF/I	E
Ability to develop and maintain positive relationships with parents, carers, the governing body, the Local Authority and the wider community	AF/I	E
Ability to apply research-informed and evidence-based practice to improve teaching, learning and leadership	AF/I	E
Ability to analyse and use assessment data to identify trends, monitor the progress of cohorts and groups (including vulnerable learners), and inform decision-making	AF/I	E
Strong understanding of the EYFS statutory framework, early years pedagogy and high-quality provision	AF/I	E
Ability to work under pressure and prioritise effectively	AF/I	E
Ability to communicate a vision and inspire others, promoting high expectations and a culture of continuous improvement	AF/I	D
<b>OTHER REQUIREMENTS</b>		
Commitment to equality, diversity, anti-racism, and inclusive practice	AF/I	E
Commitment to achieving the best outcomes for all pupils and promoting the ethos and values of the school	AF/I	E
Commitment to maintaining confidentiality at all times	AF/I	E
Commitment to safeguarding and child protection, ensuring personal beliefs are not expressed in ways that exploit the position of trust	AF/I	E
Evidence of ability to apply the Local Authority's equal opportunities policy in providing education to all children	AF/I	E
Reflective, resilient and committed to ongoing professional growth and improvement	AF/I	E

**Key:**

AF = application form

I = interview/presentation/assessment exercise

E = Essential

D = Desirable