

# THE AVENUE INFANT SCHOOL

## PERSON SPECIFICATION / SELECTION CRITERIA for DEPUTY HEADTEACHER

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

**Note:** Candidates failing to meet any of the essential criteria will automatically be excluded

(A = Application/Letter, I = Interview, R = References, T = Task)

**[A] Qualifications**

Qualification requirements	Essential	Desirable	Source
Qualified teacher status	E		A
Degree	E		A
Designated Safeguarding Lead trained		D	A

**[B] Professional Development**

	Essential	Desirable	Source
Evidence of sustained participation in professional development including whole school issues	E		A
Evidence of appropriate professional development for the role of deputy head teacher	E		A
Evidence of recent leadership and management professional development	E		A
Has successfully undertaken/wiling to undertake appropriate Child Protection training/ Designated Senior Person training	E		A
Participation in work with other schools / agencies		D	A

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

	Essential	Desirable	Source
Current experience as a senior leader in a primary school	E		A/I/R
Active and effective leadership of a team / key stage/ curriculum area/ department	E		A/R

	Essential	Desirable	Source
To have taken an active involvement in school self evaluation and development planning	E		A/I/R
To have implemented and developed a whole school initiative	E		A/I/R
To have had responsibility for policy development and implementation	E		A/I/R
To have had experience of and ability to contribute to staff development (E.g. coaching, mentoring, INSET for staff).		D	A/I/R
Be able to demonstrate successful/effective leadership in a school in a similar community / facing similar challenges		D	A/I/R
Experience of conducting performance management		D	A/I/R

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

	Essential	Desirable	Source
Experience of teaching in more than one school		D	A
Experience of teaching in a school in similar circumstances/ serving a similar community.	E		A/I/R
Recent and significant teaching experience across KS1 and / or Early Years Foundation Stage	E		A
Experience of leading effective curriculum development	E		A/I/R
To be able to effectively use data, assessment and target setting to raise standards/address weaknesses	E		A/I/R/T
To be able to exemplify how the needs of all pupils (eg. SEN, EAL) have been met through high quality teaching.	E		A/I/R/T
Experience of SEN systems and procedures, including SEN provision		D	A/I/R
Experience of teaching in a multi-cultural setting, where a knowledge of different faiths and cultures has been required		D	A/I/R
Experience of Talk for Writing approach and Read Write Inc phonics programme		D	A/I/R

#### [E] Professional Attributes

	Essential	Desirable	Source
Demonstrate an awareness and of the needs of the pupils at The Avenue Infant School and how these could be met.	E		A/I/R/T
Able to demonstrate a clear rationale for behaviour management and a proven track record of the effective implementation of a range of behaviour management strategies.	E		A/I/R/T
Excellent written and verbal communication skills (which will be assessed at all stages of the process), being able to communicate professionally, accurately, succinctly and sensitively with all pupils, staff, parents, carers and governors.	E		A/I/R/T
To be a leader of learning demonstrating, promoting and encouraging outstanding classroom practice.	E		A/I/R/T
Show a good commitment to sustained attendance at work	E		A/R
Be approachable and understanding to help support, lead, inspire and manage staff and pupils	E		A/I/R
Have commitment, enthusiasm and determination to help us take the school forward.	E		A/I/R
Communicate compellingly the school's vision and drive the strategic leadership	E		A/I/R

## F] Professional Skills

(Based on the National Standards of Excellence for Headteachers 2015)

A deputy headteacher is expected to be working within and towards the National Standards of Headship.

Qualities and Knowledge		Essential	Desirable	Source
1	Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents/carers, governors and members of the local community.	E		A/I/R
2	Lead by example – with integrity, creativity, resilience, and clarity – drawing on their own scholarship, expertise and skills, and that of those around them.	E		A/I/R
3	Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.	E		A/I/T

<b>Pupils and Staff</b>		<b>Essential</b>	<b>Desirable</b>	<b>Source</b>
1	Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.	E		A/I/R
2	Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being.	E		A/I/R
3	Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.	E		A/I/R
4	Hold all staff to account for their professional conduct and practice	E		A/I/R/T

<b>Systems and Process</b>		<b>Essential</b>	<b>Desirable</b>	<b>Source</b>
1	Help to provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their improving behaviour in school and in the wider society.	E		A/I/R/T
2	Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.	E		A/I/R

<b>The Self-improving school system</b>		<b>Essential</b>	<b>Desirable</b>	<b>Source</b>
1	Create outward-facing schools which work with other schools and organisations – in a climate of mutual challenge – to champion best practice and secure excellent achievements for all pupils.	E		A/I/R
2	Inspire and influence others- within and beyond schools- to believe in the fundamental importance of education in young people's lives and to promote the value of education.	E		A/I/R

## **G] Personal Qualities**

	<b>Desirable</b>	<b>Source</b>
Demonstrate personal enthusiasm and commitment to leadership aimed at making a positive difference to children and young people	E	A/I/R
Build and maintain quality relationships through interpersonal skills and effective communication	E	A/I/R

	Desirable	Source
Demonstrate personal and professional integrity, including modelling values and vision. Evidence of ability to motivate, value and nurture colleagues	E	A/I/R
Able to deal with people sensitively to manage and resolve conflict	E	A/I/R
Prioritise, plan and organise themselves and others	E	A/I/R/T
Think analytically and creatively and demonstrate initiative in solving problems	E	A/I/R/T
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	A/I/R
Demonstrate impact and presence	E	A/I/R
A realistic and balanced commitment to work and home life	E	A/I/R

**[H] Confidential References and Reports**

Positive recommendation from all referees, including current employer	E
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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.*

## JOB DESCRIPTION FOR DEPUTY HEADTEACHER

POST: Deputy Head Teacher

SALARY: Leadership scale points 3-7

RESPONSIBLE TO: Head Teacher

The appointment is subject to the current conditions of employment of Deputy Head Teachers, contained in the School Teachers' Pay and Conditions document, other current educational and employment legislation, relevant Teacher Standards (2011) and National Standards of Excellence for Head Teachers (2015), and the school's Articles of Government.

### **Job Purpose:**

As Deputy Head Teacher, you will be in a position of senior leadership within The Avenue Infant School as well as being a class teacher.

You will be responsible for the education and well being of children in the school in accordance with the Conditions of Employment of School Teachers, having due regard to the aims of the school, the National Curriculum and the policies of the Governing Body. Additionally you should share in the corporate responsibility for the safeguarding, well being, assessment and discipline of all pupils in line with the schools policies on safeguarding, behaviour and health and safety.

The particular duties assigned to this post are set out in the School Teachers Pay and Conditions document. In addition, particular duties are set out below. These duties may be reviewed and amended in consultation with the post holder in the light of any changes in the requirements and school priorities.

The Deputy Head Teacher will be responsible for:

### **LEADING STRATEGICALLY:**

- Work alongside the Head Teacher in being responsible and accountable for the school's vision and Key Performance Indicators.
- Ensure that strategic planning takes into account the vision and policies of the school.
- Helping to support the Head Teacher in securing the commitment of the whole school community to the vision and direction of the school.
- To lead, develop and improve further the school's curriculum provision by extending by providing vision and direction that secures outstanding teaching, successful learning and achievement by all pupils.
- To undertake the role of Designated Safeguarding Lead by providing vision and direction that secures pupil well-being and safety.
- To support the Head Teacher in developing effective relationships with local schools and education partners.
- To support the Head Teacher in promoting and maintaining links with our wider community, families and the local environment.

### **LEADING THE SCHOOL:**

- Ensure that the quality of learning is at the heart of the leadership, organisation and management of the school.
- To support the Head Teacher in planning, allocation, supportive and evaluative work undertaken by groups, teams and individuals, ensuring a clear delegation of tasks, devolution of responsibilities and holding staff to account for outcomes and impact.
- Ensure the school's systems and operations are consistently focused on realising the school's vision.
- To support the Head Teacher in thinking creatively and imaginatively about the school's development, to anticipate and resolve problems and to identify opportunities that will benefit pupils.
- To support the Head Teacher in developing and monitoring the School Development and Self Evaluation plan, reporting regularly to the Governing Body.

### **LEADING TEACHING AND LEARNING:**

- To lead by example in class teaching, demonstrating exemplary standards of teaching and learning (high expectations, pupil progress, subject and curriculum knowledge, planning, creative and innovative teaching strategies, use of assessment and behaviour management)
- To support the Head Teacher in ensuring the curriculum is broad, balanced and rigorous to meet the needs of all children, taking on the subject leadership of at least one core subject / key aspect and non-core subject(s)
- To support the Head Teacher in ensuring teachers equip pupils to have enquiring minds, have higher order thinking strategies, become critical, creative thinkers, can problem-solve and work collaboratively.
- To support the Head Teacher in promoting a culture where every pupil feels valued, proud of their achievements and has the drive and ambition to aim high.
- To support the Head Teacher in setting appropriate and challenging targets for all pupils using an effective assessment, recording and reporting system that promotes and celebrates pupil achievement.
- To support the Head Teacher in leading, motivating, supporting, challenging and developing staff to secure outstanding outcomes for all pupils.
- To support the Head Teacher in securing and sustaining outstanding teaching and learning throughout the school, drawing on relevant research evidence and robust data analysis.
- To support the Head Teacher in monitoring and evaluating the quality of teaching and standards of pupil achievement, using benchmarks and target setting for improvement.
- To support the Head Teacher in maximising the contribution of staff to improve the quality of education and care provided and ensure that constructive working relationships are maintained between staff, pupils, parents/carers.
- To support the Head Teacher in developing further our calm, nurturing environment and our systems to secure high standards of behaviour, attendance and safeguarding.

### **LEADING STAFF:**

- To support the Head Teacher in further developing the school's systems for the management of staff performance, incorporating targets for teachers, targets relating to pupil achievement and personal professional development.
- To support the Head Teacher in motivating and supporting staff to carry out their respective roles to the highest standards, through high quality continuing professional development based on an assessment of needs.
- To support the Head Teacher in maintaining and developing further our collegiate attitude amongst staff, where ideas and contributions are valued and the achievements of individuals and teams are celebrated.
- To support the Head Teacher to ensure our induction and staff development programme lead to the maintenance of high standards and a drive to realise the school's vision.
- To support the Head Teacher in identifying and coaching emerging and aspiring leaders and within the school, promoting a climate of excellence
- To support the headteacher to oversee the SEN provision for pupils with additional needs, supporting staff to implement a curriculum that meets their individualized needs and allows them to thrive both emotionally, physically and academically

### **LEADING IN THE COMMUNITY:**

- To support the Head Teacher in representing and promoting the school to its stakeholders and the wider community.
- To support the Head Teacher in ensuring strong partnerships and robust communications with parent/carers to support pupils' achievements, personal development, welfare, safety and happiness.
- To support the Head Teacher in working with other agencies to tackle barriers and challenge prejudices that may affect pupils' learning needs, health and happiness.

### **As a Class Teacher:**

#### **Job Purpose**

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils. As a class teacher and deputy head, the following responsibilities would be expected to be demonstrated to an exemplary standard.

## **A teacher must:**

### **1 Set high expectations which inspire, motivate and challenge pupils**

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

### **2 Promote good progress and outcomes by pupils**

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

### **3 Demonstrate good subject and curriculum knowledge**

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

### **4 Plan and teach well structured lessons**

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

### **5 Adapt teaching to respond to the strengths and needs of all pupils**

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

### **6 Make accurate and productive use of assessment**

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

### **7 Manage behaviour effectively to ensure a good and safe learning environment**

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly



- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

### **8 Fulfil wider professional responsibilities**

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' progress and attainment.

Carry out other tasks as required by the Headteacher.