



Person Specification

Deputy Headteacher

L 17-21

Person Specification for All Staff at Marden

We expect all educators at Marden to:

- Be committed to raising standards and continuous improvement
- Help each child meet their full potential whatever their starting point
- Relate well to our students
- Put student needs first
- Be self starters and aim for the best in what they do
- Have confidence and competence in the use of IT
- Be team players
- Communicate well
- Be positive and co-operative, especially in times of change
- Be reflective practitioners
- Be punctual and meet deadlines

The learning and progress of our students is at the very heart of all that we do.

Job Description

As stated in national teachers' pay and conditions

And in particular:

All Marden teachers should provide effective lessons, which:

- Accord with the Marden house style
- Are planned and meet individual learning needs
- Contain a range of appropriate strategies for teaching and classroom management
- Make effective use of information about prior attainment to set expectations for students
- Maintain good order and discipline, safeguarding health and safety

Job Description Summary

- To play a full and active part in the leadership and management of the school and to work at the discretion of the Headteacher and Governor in the pursuit of excellence in all that we do for our young people.
- To ensure continuous improvement in the quality of provision for our learning community so that these are outstanding. This post has a key strategic role in developing Teaching and Learning and high quality Professional Development which supports this.
- To work with the Headteacher to support and develop staff and the organisation to ensure that the school, overall, moves in a sustainable manner towards outstanding.
- To motivate and lead others by example by being an outstanding teacher, an inspirational role model, and a high performing and reliable leader.

All SLT members share responsibility for:

- Learning and progress
- Subject line management
- Key issues from the Raising Achievement Plan
- Self evaluation
- Order, safeguarding, discipline and behaviour
- Safe and healthy site management



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	Attributes, Experience and Skills	Evidence
Qualifications and CPD	<ul style="list-style-type: none"> • Graduate and Qualified Teacher Status • Evidence of continued professional development at leadership level • Commitment to and practice of ongoing research into teaching and learning and school improvement 	<ul style="list-style-type: none"> • Application • Interview
Knowledge and Experience	<ul style="list-style-type: none"> • At least 3 years' successful senior leadership experience • Understanding of key educational issues/change, combined with the ability to lead and co-ordinate their effective implementation • Successful and proven track record of innovation and leading change with a demonstrable impact on school improvement • A record of sustained progress in learning, with improved outcomes for students • Successful line management of key areas of responsibility and holding others to account • Experience of developing quality assurance programmes and evidence of successful outcomes • Experience of effectively working with others including parents, governors and external agencies 	<ul style="list-style-type: none"> • Application • References
Professional and Leadership Skills	<ul style="list-style-type: none"> • Highly successful classroom practitioner, including evidence of high level student achievement and consistent outstanding teaching over time • An excellent team player – to lead by example and provide support and challenge to others • The ability to think and act strategically at whole school level • Clear vision for raising standards • Highly tuned ability to analyse and use information to drive school improvement • Skilled at working with people with the ability to inspire and motivate others – both staff and students • The ability to challenge, influence and motivate others • Excellent problem solving skills • Outstanding presentation and communication skills – including in written communications • An ability to complete tasks to a high standard with attention to detail 	<ul style="list-style-type: none"> • Application • Interview • References • Presentation

	<ul style="list-style-type: none"> • Readiness to identify and respond to new challenges with good judgement and perseverance • A well-developed sense of school advocacy 	
Personal Qualities	<ul style="list-style-type: none"> • Strong commitment to the values and ethos of the school • A positive, professional role model for staff and students, with high expectations of themselves and others • Dedication to school improvement – with energy, drive and a sense of purpose • An effective self-manager and independent worker, who can prioritise and adapt as required with the capacity to work well under pressure • Decisive, fair, consistent and focused on solutions • Reliable, honest and trustworthy, demonstrating the highest professional standards • Integrity in relation to their own and the school's practice • Enthusiastic and hard-working • Able to demonstrate resilience and perseverance • Reflective and self-evaluative – individually and within the context of a team • Flexible and adaptable to suit the school's needs • Creative and innovative • A good listener and communicator • Able to maintain focus and perspective at all times and overall • A passion for helping young people develop, learn and achieve their best – whatever their starting point 	<ul style="list-style-type: none"> • Interview • Presentation • Interview