

## Person Specification

**Job Title: Deputy Headteacher – Quality of Education**

**Responsible to: Associate Headteacher/Headteacher**

1. Elements required to undertake the job are provided under specific headings. Each element is essential or desirable as indicated by an E or D in the "E/D" column.
2. How the evidence will be tested is indicated under the remaining columns.

**The following methods of assessment will be used:**

- Interview.
- Structured discussions with the CEO, Headteacher, Associate Headteacher, Senior Leaders, Governors/Directors and stakeholders.
- Technical Assessment of application against criteria.
- Presentation.
- Activities designed to provide evidence to assess against Person Specification.

<b>A</b>	<b>TRAINING &amp; QUALIFICATIONS</b>	<b>E/D</b>	<b>A</b>	<b>I</b>	<b>R</b>
1	Qualified Teacher Status	<b>E</b>	✓		
2	Degree (or equivalent)	<b>E</b>	✓		
3	Evidence of recent professional development	<b>E</b>	✓		
4	Leadership or other relevant qualification	<b>E</b>	✓		
<b>B</b>	<b>EXPERIENCE OF TEACHING &amp; KNOWLEDGE</b>	<b>E/D</b>	<b>A</b>	<b>I</b>	<b>R</b>
1	Excellent classroom practitioner	<b>E</b>	✓	✓	✓
2	Up to date knowledge in the areas of leadership and management, the Quality of Education, Behaviour and Attitudes and Personal Development	<b>E</b>	✓	✓	✓
3	Knowledge and experience of how to effectively utilise appropriate data management/analysis systems e.g. MS Excel, 4Matrix/SISRA, ALPS, CATS	<b>E</b>	✓	✓	✓
4	Demonstrable track record of embracing and implementing innovation in teaching, learning and curriculum provision including the appropriate sequencing and assessment of knowledge, skills and understanding	<b>E</b>	✓	✓	✓



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5	Knowledge and understanding of determinants of high quality first teaching to meet the needs of all learners particularly Low Prior Attainers, Disadvantaged and SEND	E	✓	✓	✓
6	Experience of leading on assessment, recording and reporting systems at a whole school level.	E	✓	✓	✓
7	Knowledge of timetabling and experience of NOVA T	E	✓	✓	✓
8	Knowledge and understanding of how to achieve effective 2behavior for learning for all students regardless of their prior attainment	E	✓	✓	✓
9	Demonstrable evidence of implementing impactful quality assurance measures supporting effective learning at all levels leading into accurate self evaluation	E	✓	✓	
10	Ability to use pastoral and academic information to ensure the progress of the whole child	E	✓	✓	✓
11	Experience of leading effective whole school improvement strategy to improve learning	E	✓	✓	✓
12	Experience of leading and line managing a significant team	E	✓	✓	✓
13	Experience of effectively supporting others to improve their practice and ability to secure progress				
<b>C</b>	<b>PROFESSIONAL DEVELOPMENT</b>	<b>E/D</b>	<b>A</b>	<b>I</b>	<b>R</b>
1	Commitment and ability to leading effective CPD to develop the school	E	✓	✓	
2	Experience of effective school improvement initiatives	E	✓	✓	
3	Evidence of active interest in staff development through CPD, staff appraisal and school improvement planning	E	✓	✓	
4	Evidence of successful and sustained leadership at a senior leadership level	E	✓	✓	✓
<b>D</b>	<b>PERSONAL SKILLS &amp; ATTRIBUTES</b>	<b>E/D</b>	<b>A</b>	<b>I</b>	<b>R</b>
1	Ability to communicate an effective school vision, high expectations and support the ethos and values of the school	E	✓	✓	✓
2	Demonstrable ability to work effectively in a wide partnership, lead and strategically challenge under performance to achieve school improvement	E	✓	✓	
3	Demonstrable ability to effectively use data and information to drive school improvement and progress	E	✓	✓	✓



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4	Demonstrable ability to effectively lead the management of student attitudes to learning and outcomes	E	✓	✓	✓
5	Evidence of improving students' outcomes and supporting staff to ensure strong understanding of behavior for learning, engagement and well-being	E	✓	✓	✓
6	Commitment to raising standards and achieving the highest standards of engagement and attainment for young people and staff	E	✓	✓	✓
7	Highly effective learning/curriculum management ensuring effective provision for all students	E	✓	✓	✓
8	Ability to form and maintain appropriate relationships and personal boundaries with students	E	✓		✓
9	Emotional resilience in working with challenging behaviour and a commitment to a restorative approach	E	✓		✓
10	Ability to lead programmes to coach/mentor, support and challenge staff and students to ensure engagement, progress and well-being	E		✓	
11	Evidence of being able to build and sustain effective working relationships with staff, Governors, parents/carers and the wider community	E	✓		✓

E/D = Essential or Desirable

A = Application Form

I = Interview/Selection process

R = References

*Blue Coat Church of England School and Music College is committed to safeguarding and promoting the welfare of children. Any offer of employment to the above post will be subject to receipt of a satisfactory disclosure from the Disclosure and Barring Service.*