|  | **Deputy Headteacher - CRITERIA** | **E**ssential / **D**esirable |
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| **Work related circumstances – professional values and practices of Canon Slade School within the Bishop Fraser Trust** | High expectations of all students and a strong commitment to inclusion; respect for their social, cultural, linguistic, religious and ethnic background and a commitment to overcoming barriers and raising their educational achievements | E |
| Ability to build and maintain successful relationships with students, treat them consistently, with respect and consideration and demonstrate concern for their development as learners | E |
| A passionate belief in the Trust’s Christian ethos and educational purpose, demonstrating and promoting the positive values, attitudes and behaviour they expect from the students with whom they work | E |
| A strong commitment to the value of teamwork, wanting and able to work collaboratively with colleagues and carry out the role effectively, knowing when to seek help and advice | E |
| Able to liaise sensitively and effectively with parents and carers recognising their role in student learning | E |
| Commitment to support the Trust’s agenda for safeguarding | E |
| Commitment to the pursuit of continuous professional development by oneself and others | E |
| Flexible with an ability to be able to embrace and generate change | E |
| Lead, demonstrate and be supportive of the Christian values and foundation throughout the school and wider community | E |
| A full and active member of a church in membership of, or sharing the statement of belief of, Churches Together in England and/or Churches Together in Britain & Ireland | D |
| **Personal Qualities** | Strongly self-motivated with personal resilience, persistence and perseverance | E |
| Exceptional levels of personal integrity, discretion, honesty, reliability and self-awareness | E |
| Presence, dynamism, good sense of humour and approachability | E |
| Creative, constructive, insightful and innovative approach to problem solving | E |
| Strong intellect underpinned by a clear moral compass, instinct and intuition | E |
| Conscientious and diligent work ethic | E |
| High standard of professional personal presentation with an excellent attendance and time-keeping record | E |
| Patience, kindness and understanding | E |
| **Qualifications** | Honours degree | D |
| Qualified Teacher Status or equivalent in specialist area | E |
| Evidence of Continuous Professional Development | E |
| Senior management qualification (e.g. NPQSL, NPQH, Christian Leadership Programme etc.) | D |
| **Experience** | Senior post holder with experience of whole school leadership responsibility (e.g. Deputy or AHT, or other whole school senior leadership responsibilities in a secondary school/academy) | E |
| Experience in more than one school/academy | D |
| Motivating others to achieve a common goal and engender discretionary effort from your reports through role modelling appropriate behaviours | E |
| Track record of holding others to account and having difficult conversations | E |
| Track record of outstanding learning and teaching practice | E |
| Successful and sustained delivery of outstanding attainment and achievement | E |
| Partnership working and collaboration within a school, college or local authority context | E |
| Developing and leading the implementation of change to sustain whole school improvement | E |
| Developing and implementing whole-school intervention strategies to sustain and enhance outstanding attainment | E |
| Senior Leadership in a church school setting | D |
| Track record of successfully teaching Key Stage 5 | D |
| Development and enhancing quality of education, quality assurance and strategic involvement in curriculum/timetable development within a secondary setting.  | E |
| **Abilities, Skills & Knowledge** | Ability to teach at Key Stage 5  | D |
| Strong interpersonal skills with the ability to coach and motivate professionals, individually and within groups, to achieve individual and collective targets | E |
| Determination to hold people to account and challenge underperformance | E |
| Ability to manage and resolve conflict, to negotiate and provide appropriate support | E |
| Commitment to fostering an open, fair and equitable culture, which encourages ideas and contributions from others | E |
| Ability to develop and implement strategies to enhance and sustain whole school initiatives | E |
| Ability to work with a range of external agencies and stakeholders to deliver whole-school initiatives | E |
| Ability to communicate effectively with, and write reports for, a range of stakeholders, including students, staff, governors and external agencies | E |
| Ability to set clear targets, track and manage progress and develop strategies to achieve desired outcomes | E |
| Knowledge of curricula, specifications and assessment criteria | E |
| Ability to work autonomously, prioritise conflicting demands and thrive under pressure | E |
| ICT skills to manage and report on performance data to a range of audiences (Ofsted, governors, parents, staff and students) | E |
| Understanding of contemporary issues relating to curriculum and attainment | E |
| **Safeguarding of Children and Young People****Relationships** | Ability to form and maintain appropriate relationships and personal boundaries with children and young people | E |