



**St Laurence Church Infant School**  
**PERSON SPECIFICATION**

**DEPUTY HEADTEACHER including responsibility for DSL, Attendance Champion and Curriculum Lead**

Category	Essential	Desirable
<b>1. Qualifications/ Professional Development</b>	<ul style="list-style-type: none"><li>• Qualified teacher status</li><li>• Education to degree standard</li><li>• Evidence of continuing professional development</li><li>• Enhanced DBS check</li><li>• Willingness to take on professional development relevant to the role of DSL</li></ul>	<ul style="list-style-type: none"><li>• Evidence of professional development relating to school leadership and management, and curriculum/teaching and learning</li><li>• Successfully undertaken designated safeguarding lead training.</li></ul>
<b>2. Experience</b>	<ul style="list-style-type: none"><li>• Understanding of and commitment to promoting and safeguarding the welfare of pupils</li><li>• Evidence of recent successful experience in the area of safeguarding</li><li>• Substantial, successful and consistent practice including teaching, learning, and assessment</li><li>• Experience as a School Leadership Team member.</li><li>• Successful experience of middle leadership of a subject area with impact on raising standards</li><li>• Successful experience of leading a team of staff with impact on school improvement</li><li>• Proven success in raising standards at the end of a Key Stage.</li><li>• A clear working knowledge of effective support for children with social, emotional and mental health needs.</li></ul>	<ul style="list-style-type: none"><li>• Experience in the role of DSL</li><li>• Experience of teaching in both EYFS and KS1</li><li>• Curriculum leadership in one or more core subjects</li><li>• Experience of the performance management cycle</li><li>• Evidence of the development of policy and curriculum schemes of work</li><li>• Responsibility of leading a school priority improvement area</li></ul>

Category	Essential	Desirable
	<ul style="list-style-type: none"> <li>• Proven record of innovation and leading change successfully.</li> <li>• Familiarity with current national initiatives and developments in educational leadership.</li> <li>• Experience of monitoring classroom performance.</li> <li>• Experience of School Improvement planning.</li> <li>• A working knowledge of whole school data systems and national expectations.</li> <li>• Knowledge of relevant legislation - in particular:               <ul style="list-style-type: none"> <li>○ Working Together to Safeguard Children</li> <li>○ working Together to Improve School Attendance</li> <li>○ Keeping Children Safe In Education 2024</li> <li>○</li> </ul> </li> </ul>	
<b>3. Strategic Leadership</b>	<ul style="list-style-type: none"> <li>• Able to articulate and share a vision and strategic leadership within a school.</li> <li>• Ability to inspire and motivate staff, pupils, parents and governors to achieve the aims of the school</li> <li>• Evidence of successful strategies for planning, implementing, monitoring and evaluation school improvement</li> <li>• Ability to analyse data, develop strategic plans, set targets and monitor/evaluate progress towards these</li> <li>• Knowledge of what constitutes quality in educational provision, the characteristics of effective schools and strategies for raising standards and the achievement of all pupils</li> <li>• Proven record of innovation and leading change successfully.</li> <li>• Strong commitment to school improvement and raising achievement for every child</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of having successfully translated vision into reality at whole school level</li> <li>• Understanding of how financial and resource management enable a school to achieve its educational priorities</li> <li>• Experience of budget management.</li> </ul>

Category	Essential	Desirable
	<ul style="list-style-type: none"> <li>Knowledge of the role of the governing body</li> </ul>	
<b>4. Teaching and Learning</b>	<ul style="list-style-type: none"> <li>A secure understanding of the requirements of the Key stage One National Curriculum and the Early Years Foundation Stage including statutory assessments.</li> <li>Knowledge and experience of a range of successful teaching and learning strategies to meet the needs of all children</li> <li>An ability to provide an effective and inspiring learning environment including: <ul style="list-style-type: none"> <li>A nurturing, attachment aware atmosphere</li> <li>Clear and consistent expectations of behaviour</li> <li>Provision of challenge and support and of high expectations for all.</li> </ul> </li> <li>Knowledge and experience of effective strategies to support the needs of pupils with SEND</li> <li>A secure understanding of assessment strategies and the use of assessment to inform the next stages of learning</li> <li>Experience of effective monitoring and evaluation of teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>Successful teaching and learning across the entire curriculum in all primary key stages</li> <li>Whole school curriculum leadership</li> </ul>
<b>5. Leading and Managing Staff</b>	<ul style="list-style-type: none"> <li>Ability to identify own learning needs and to support others in identifying their learning needs</li> <li>Confidence to hold people accountable for their performance.</li> <li>Experience of performance management and supporting the professional development of colleagues</li> <li>Ability to lead effective staff development, on a whole staff and individual level</li> <li>Ability to delegate work and support colleagues in undertaking responsibilities</li> <li>Understanding of effective budget planning and resource deployment</li> </ul>	<ul style="list-style-type: none"> <li>Experience as a team leader in the performance management of staff.</li> <li>Successful involvement in staff recruitment, appointment/induction.</li> <li>Experience of working with governors to enable them to fulfil whole school responsibilities</li> </ul>

Category	Essential	Desirable
	<ul style="list-style-type: none"> <li>Confidence to hold people accountable for their performance.</li> </ul>	
<b>6. Accountability</b>	<ul style="list-style-type: none"> <li>Experience of effective whole school self-evaluation and improvement strategies</li> <li>Ability to provide clear information and advice to staff and governors</li> <li>Secure understanding of current practice in performance management.</li> <li>Experience of presenting reports to governors</li> <li>Ability to take responsibility for others' performance</li> </ul>	<ul style="list-style-type: none"> <li>Understanding the criteria for the evaluation of finance and budgets</li> <li>Experience of offering challenge and support to improve performance</li> <li>Experience of being a member of a governing body.</li> </ul>
<b>7. Skills, Qualities &amp; Abilities</b>	<ul style="list-style-type: none"> <li>Supportive of the ethos and vision of St Laurence Church Infant School and able to model its aims and values.</li> <li>Excellent interpersonal skills - a person who is approachable, empathetic and able to build and maintain effective professional relationships with children and adults.</li> <li>Ability to communicate effectively, orally and in writing and through ICT to a range of audiences - e.g. staff, pupils, parents, governors,</li> <li>Ability to be pro-active, logical and systematic in approach, translating ideas into action.</li> <li>A willingness to take on appropriate delegated tasks relevant to the post.</li> <li>Ability to organise work, prioritise tasks, make decisions delegate and manage time effectively.</li> <li>A person with resilience who has the ability to remain positive and enthusiastic when working under pressure.</li> </ul>	
<b>8. Safeguarding</b>	<p><b>St Laurence Church Infant School is committed to safeguarding the welfare of children and expects all staff to share this commitment. An enhanced DBS check is required for all successful staff.</b></p>	

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NOTE:

- The recruitment team will focus on determining whether the candidates meet the requirements in relation to the broad categories, rather than in relation to the individual criteria that are used to illustrate them.
- The criteria may be evidenced across a broad continuum, ranging from evidence that is minimal through to evidence that is substantial and secure.
- It is expected that evidence of meeting these criteria will be gathered from scrutinising the candidate's application and observing all the various aspects of the interview process.