

**Anfield School  
Anfield International Kindergarten  
Anfield International Kindergarten & Nursery**



**Person Specification – Deputy Headteacher**

	<b>Essential</b>	<b>Desirable</b>	<b>Method of Assessment</b>
<b>Application</b>	<ul style="list-style-type: none"> <li>Fully supported in reference.</li> <li>Well written, structured and presented application.</li> </ul>		
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>Honours Degree - B.Ed (Hons) or PGCE with QTS</li> </ul>	<ul style="list-style-type: none"> <li>NPQH</li> <li>Additional coaching or other specialist qualifications appropriate to the job.</li> </ul>	<i>Certificate</i>
<b>Experience</b>	<ul style="list-style-type: none"> <li>Proven excellence as a classroom teacher committed to AfL as an integral part of the children’s learning and development</li> <li>Minimum of five years’ experience as a classroom teacher</li> <li>Proven strategic leadership experience of:               <ul style="list-style-type: none"> <li>EYFS / a Key Stage ( KS1 and/or KS2)</li> <li>Literacy and/or Numeracy</li> <li><u>and</u> another ‘significant area’ (Assessment, Curriculum and/or Inclusion)</li> </ul> </li> <li>Successful curriculum management – planning, teaching and assessment</li> <li>Experience and understanding of ICT as a management tool and the use of data to raise standards</li> <li>Experience of managing change successfully</li> <li>Experience of leading, managing, motivating and developing staff</li> </ul>	<ul style="list-style-type: none"> <li>Teaching Teaching experience in more than one establishment</li> <li>Experience as an EYFS / a Key Stage Leader or Deputy Head</li> <li>Experience as data /assessment coordinator</li> <li>Experience of leading major curriculum development</li> </ul>	<i>Reference</i>

	<b>Essential</b>	<b>Desirable</b>	<b>Method of Assessment</b>
	<ul style="list-style-type: none"> <li>• Experience of monitoring teaching and learning</li> <li>• Experience of working successfully and co-operatively in a variety of teams within school</li> </ul>		
<b>Skills &amp; Abilities</b>	<ul style="list-style-type: none"> <li>• Ability to communicate with and relate to all members of the school's community</li> <li>• Demonstrate good inter-personal skills and an approachable style of leadership</li> <li>• Ability to communicate effectively in a variety of ways and in different situations, to a range of audiences, including using ICT</li> <li>• Ability to support, motivate and inspire staff to maintain and improve current standards</li> <li>• Ability to lead, manage, motivate and work as part of a team, demonstrating flexibility and adaptability</li> <li>• Evidence of improving standards in at least one area</li> </ul>	<ul style="list-style-type: none"> <li>• Involvement in developing community links</li> <li>• Experience of presentations to external groups</li> </ul>	<i>Application Form Interview</i>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• Secure knowledge and understanding of the needs of primary age pupils including those with special needs</li> <li>• Secure knowledge of the structure, delivery and content of the curriculum for four to eleven year olds</li> <li>• Secure knowledge of the current issues in primary education</li> <li>• Secure knowledge of what excellence in teaching and</li> </ul>		<i>Application Form Interview</i>

	<b>Essential</b>	<b>Desirable</b>	<b>Method of Assessment</b>
	<p>learning looks like</p> <ul style="list-style-type: none"> <li>• Knowledge of all current safeguarding procedures</li> <li>• Knowledge of the current Ofsted Framework for Inspection</li> <li>• Knowledge of contributions to school self- evaluation</li> </ul>		
<b>Personal Competencies &amp; Qualities</b>	<ul style="list-style-type: none"> <li>• Be articulate and inspiring, confident, stable and supportive, highly able and innovative</li> <li>• Stamina, energy and drive in abundance, with the ability and determination to attain and maintain very high educational standards and to raise pupil standards of achievement to the very highest levels</li> <li>• Think creatively and imaginatively to anticipate and solve problems and to identify opportunities</li> <li>• Ability to demonstrate sensitivity, integrity and enthusiasm when working with others, including pupils, parents, staff, the Board, other stakeholders and the wider community</li> <li>• Willingness to work in partnership with other schools, key agencies and organisations.</li> <li>• Ability to manage pressure effectively.</li> <li>• Know how to plan and prioritise time and actions effectively</li> <li>• Self-supporting with the ability to work as part of a team</li> <li>• A sense of humour and a genuine understanding and liking of our children</li> <li>• Approachable, open and honest</li> <li>• Dedicated, conscientious and</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working in external partnerships</li> <li>• Outside interests</li> </ul>	<i>Interview</i>

	<b>Essential</b>	<b>Desirable</b>	<b>Method of Assessment</b>
	<p>hard working</p> <ul style="list-style-type: none"> <li>• An excellent health and attendance record over the last two years</li> <li>• Enjoys the challenge of stimulating young minds</li> <li>• Demonstrate a consistent record of positive parental involvement in learning and a generally high level of satisfaction</li> <li>• A willingness to contribute to whole school development</li> <li>• Provide a role model for pupils and other staff through personal and professional conduct</li> <li>• The ability to relate well to the children and create a caring and supportive atmosphere in the classroom</li> <li>• Shows initiative</li> <li>• A willingness to share ideas and to learn from others</li> <li>• A thoroughly professional approach to all aspects of the role</li> </ul>		
<b>Professional Development</b>	Evidence of progressive and relevant CPD covering curriculum, school self-evaluation, leadership and management issues	Experience of supporting staff development using performance management targets	