

Pikes Lane Primary School
Deputy Head Teacher – Person Specification

Deputy Headteacher (L12–L16)

The successful candidate will demonstrate the professional knowledge, skills and personal qualities required to work in partnership with the Headteacher to lead an ambitious, inclusive and values-driven primary school.

Criteria	Essential	Desirable	Assessment Method
Qualifications and Professional Learning	Qualified Teacher Status (QTS). Evidence of sustained professional development relevant to school leadership, curriculum development and teaching and learning.	National Professional Qualification (NPQSL, NPQH or equivalent) or willingness to undertake further leadership development.	Application / Interview
Leadership Experience	Significant and successful experience as a member of a senior leadership team within a primary school. A proven track record of successfully leading whole-school improvement and securing sustained, measurable improvements in teaching, learning and pupil outcomes. Experience of leading and developing staff through coaching, monitoring, professional dialogue and performance development.		Application / Interview / References
Teaching and Learning	Excellent classroom practitioner with a secure understanding of effective pedagogy, adaptive teaching and evidence-informed practice. Ability to model excellent teaching and support others to improve.	Experience of leading whole-school teaching and learning initiatives.	Application / Interview / Lesson Observation
Curriculum Leadership	Experience of leading curriculum development and ensuring high-quality implementation across a subject or phase. Secure understanding of curriculum sequencing, assessment and progression.	Experience of leading curriculum development.	Application / Interview
Assessment and Achievement	Strong understanding of assessment, pupil progress and data analysis. Ability to use evidence to identify priorities, evaluate impact and improve outcomes.		Application / Interview / Task

School Improvement	Successful experience of self-evaluation, school improvement planning, monitoring and evaluation. Ability to use evidence to secure sustained improvement.	Experience of leading significant whole-school improvement initiatives.	Application / Interview / Presentation
Quality Assurance	Experience of undertaking lesson visits, work scrutiny, pupil voice, professional dialogue and data analysis to evaluate the quality of education and inform improvement.		Application / Interview
Inclusion	Commitment to inclusive education and securing success for every pupil. Experience of supporting disadvantaged pupils, pupils with SEND and pupils with English as an Additional Language. Ability to work collaboratively with the SENDCo and wider inclusion team.		Application / Interview
Behaviour, Attendance and Personal Development	Ability to promote a calm, purposeful and inclusive school culture through high expectations, positive relationships and consistent practice. Understanding of the importance of attendance, wellbeing and personal development in improving outcomes.	Experience of contributing to successful whole school behaviour, attendance or pastoral systems.	Application / Interview
Communication and Partnership	Excellent interpersonal and communication skills. Ability to build positive relationships with pupils, families, staff, governors and external agencies.	Experience of presenting reports to governors	Application / Interview
Safeguarding	Demonstrates an unwavering commitment to safeguarding and promoting the welfare of children. Secure understanding of statutory safeguarding responsibilities and the role of leaders in maintaining a strong safeguarding culture.	Experience as a Deputy Designated Safeguarding Lead or Designated Safeguarding Lead.	Application / Interview
Operational Leadership	Ability to support the effective day-to-day leadership and organisation of a primary school, making sound decisions under pressure and maintaining high standards across all aspects of school life.	Experience of leading operational aspects of school improvement.	Application / Interview

Personal Qualities

The successful candidate will demonstrate:

Essential

- Integrity, honesty and professionalism.
- Substantial experience as a member of a senior leadership team within a primary school.
- Evidence of successfully leading whole-school improvement and securing measurable impact on pupil outcomes.
- Experience of leading and developing staff through coaching, monitoring and professional dialogue.
- High expectations of themselves and others.
- A genuine commitment to inclusion and equity.
- A collaborative leadership style that develops the strengths of others.
- Resilience, optimism and emotional intelligence.
- Excellent organisational and time-management skills.
- The ability to make well-informed decisions based on evidence.
- Commitment to continuous professional learning.
- Ability to inspire confidence through calm, visible and purposeful leadership.
- Commitment to working in partnership with pupils, families, governors and the wider community.
- A strong moral purpose and an unwavering focus on improving outcomes for children.

Desirable

- Experience of leading significant organisational change.
- Experience of presenting strategic reports to governors.

Commitment to Equality

Demonstrates a commitment to equality, diversity and inclusion, ensuring every child and adult is treated with dignity, fairness and respect.

Customer Care

Builds positive relationships with children, families and the wider community, recognising that strong partnerships are fundamental to improving outcomes.

Developing Self and Others

Actively seeks opportunities for professional learning whilst coaching, mentoring and developing others. Values collaboration, reflective practice and continuous improvement.

Safeguarding

Demonstrates an unwavering commitment to safeguarding and promoting the welfare of children and young people. Maintains up-to-date knowledge of statutory guidance and ensures safeguarding is central to all professional practice and decision-making.