

# Rush Common School



**Deputy Headteacher**  
Person Specification  
2018

## PERSON SPECIFICATION

A- Application

R- Reference

AP – Assessment Process (including interview)

### KNOWLEDGE SKILLS AND EXPERIENCE

|                          | <b>Essential Criteria -</b><br><i>candidates will only be shortlisted if they meet all these criteria</i>  | How identified | <b>Desirable Criteria</b>  | How identified |
|--------------------------|--|----------------|--|----------------|
| Qualifications           | <ul style="list-style-type: none"> <li>• Qualified Teacher status</li> </ul>   | A              | <ul style="list-style-type: none"> <li>• Other educational / professional qualifications/ evidence of professional development</li> </ul>  | A              |
|                          | <ul style="list-style-type: none"> <li>• Honours Degree or equivalent</li> </ul>   | A              | <ul style="list-style-type: none"> <li>• Commitment to professional development for self e.g. willingness to undertake NPQH or other professional qualifications</li> </ul>  | A              |
|                          | <ul style="list-style-type: none"> <li>PGCE</li> </ul>   |                | <ul style="list-style-type: none"> <li>• Non-educational qualifications e.g. sport, music, first aid</li> </ul>  | A              |
| Knowledge and Experience | <ul style="list-style-type: none"> <li>• Significant successful experience teaching across the primary phase</li> <li>• Experience of working in more than one primary school</li> <li>• Currently working within a senior leadership position</li> <li>• Ability to communicate effectively both orally and in writing to a wide range of audiences</li> <li>• Resilience when overcoming challenges or setbacks</li> </ul> | A, AP          | <ul style="list-style-type: none"> <li>• Awareness of the additional opportunities and challenges of Academy status</li> <li>• Experience of leading in KS1/EYFS</li> <li>• Experience of leading in more than one primary school</li> </ul> | A, AP          |
|                          | <ul style="list-style-type: none"> <li>• Evidence of providing excellent provision for all pupils and achieving high standards of progress, including children with Special Educational Needs, children who receive Pupil Premium funding and more able pupils</li> </ul>  | A, AP, R       | <ul style="list-style-type: none"> <li>• Experience of working with a school governing body and parent community</li> </ul>  | A              |

|   |                |   |               |
|---|----------------|---|---------------|
|   |                |   |               |
| <ul style="list-style-type: none"> <li>Evidence and experience of leading in one or more schools, including leading on whole school or large scale initiatives</li> </ul> | A<br>AP        |   |               |
| <ul style="list-style-type: none"> <li>Experience of leading a core subject and delivering curriculum change and innovation with measured impact</li> </ul>               |                | <ul style="list-style-type: none"> <li>Experience in leading an aspect of non-curricular development e.g. School Parliament, International School award etc.</li> <li>Evidence of contributing to the wider life of the school</li> </ul> | A,<br>AP<br>R |
| <ul style="list-style-type: none"> <li>Knowledge of assessment and data tracking</li> </ul>   |                |   |               |
| <ul style="list-style-type: none"> <li>Proven ability in leading and working with staff teams to develop curriculum areas and measure impact.</li> </ul>                  | A,<br>AP,<br>R | <ul style="list-style-type: none"> <li>Experience of leading and supporting CPD e.g in-school programmes</li> </ul>   | A             |
| <ul style="list-style-type: none"> <li>Experience of / involvement in whole-school self-evaluation and school improvement processes</li> </ul>                            | A<br>AP        | <ul style="list-style-type: none"> <li>Experience of successfully preparing children for statutory assessments.</li> </ul>  | A<br>AP       |
| <ul style="list-style-type: none"> <li>Experience of policy development and review</li> </ul>   | A              | <ul style="list-style-type: none"> <li>Involvement in staff recruitment and selection</li> </ul>  | A             |
| <ul style="list-style-type: none"> <li>Experience as a Senior Leadership team member</li> </ul>   | A, R           |   |               |
| <ul style="list-style-type: none"> <li>Experience of coaching/mentoring/performance management/supporting Colleagues/leading staff meetings</li> </ul>                    | A, R           | <ul style="list-style-type: none"> <li>Experience of timetabling</li> </ul>   | A             |

|                                   | <b>Essential</b>   | How identified | <b>Desirable</b>  | How identified |
|-----------------------------------|--|----------------|---|----------------|
| Professional Skills               | • Excellent teacher  | A, AP, R       | • Experience in working with other partners Secondary/ pre-school/ extended services /ITT provider                    | A              |
|                                   | • Ability to work cooperatively and collaboratively as a leader and member of a team   | A, AP, R       |   |                |
|                                   | • Proven ability to implement strategies for raising pupil achievement including monitoring and evaluation of the work of others | A, AP, R       | • Experience /training in Safeguarding procedures including Child Protection, risk assessment, safer recruitment etc. | A              |
|                                   | • Excellent people skills – motivating, nurturing supporting and challenging children and adults to achieve their best           | A, AP, R       | • Experience in managing staff – both teaching and non-teaching e.g. TAs, Class teachers and lunchtime supervisors    | A              |
|                                   | • Excellent ICT skills for teaching, learning and management   | A, AP          | • Knowledge of ASP/Data management  | A              |
|                                   | • Confidence, clarity and decisiveness in making and carrying out decisions  | A, AP          |   |                |
|                                   |  |                |   |                |
| Professional Ethos and Commitment | • High expectations for self and others and a strong commitment to raising achievements  | A, AP          | • Willingness to be involved in extra-curricular activities   | A              |
|                                   | • Commitment to promote partnerships with parents/carers and the wider community   | A              |   |                |
|                                   | • High expectations of pupil behaviour and strategies to meet the personalised learning and emotional                            | A, AP          |   |                |

|                        |   |          |  |
|------------------------|---|----------|--|
|                        | needs of every child  |          |  |
| Personal Qualities     | • Approachable with excellent interpersonal skills  | AP, R    |  |
|                        | • High standards of presentation  | AP, R    |  |
|                        | • Ability to promote and develop positive relationships within and beyond the school                      | A, AP    |  |
|                        | • Ability to set and work to deadlines  | A, AP    |  |
|                        | • Resilient. Having the ability to remain positive and retain your sense of humour!                       | A, AP    |  |
|                        | • Proven track record of achieving targets - tenaciously ensuring projects are seen through to completion | A, AP, R |  |
|                        | Ability to be innovative and think strategically  |          |  |
| Flexible and adaptable |   |          |  |

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