



THE MILFORD ACADEMY

DEPUTY HEAD TEACHER

PERSON SPECIFICATION

Essential	Desirable
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EDUCATION AND TRAINING

Experience of extended and appropriate professional development.	✓	
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EXPERIENCE AND KNOWLEDGE

Relevant senior management experience i.e. Deputy/Assistant Headteacher, Phase Lead	✓	
Experience of leading professional development.	✓	
Primary teaching experience.	✓	
Successful development of learning and teaching strategies.	✓	
Planning and organising of successful curriculum development.	✓	
Effective resource management (people, physical resources and some level of finance).	✓	
Personnel Management.		✓
Leadership of school development and improvement.	✓	
Evidence of managing or making a substantial contribution to the effective management of change.		✓

STRATEGIC DIRECTION AND DEVELOPMENT OF THE SCHOOL

Ability to contribute to the generation and sharing of a clear and relevant educational vision for our school.	✓	
Ability to manage change effectively.	✓	

Commitment to school improvement.	✓	
Ability to create and implement a strategic school plan reflecting appropriate priorities.	✓	
Ability to support the monitoring and evaluation of the performance and progress of the school, in particular, standards, achievement and quality of teaching and learning.	✓	
Knowledge and understanding of the process of school self-evaluation.		✓
Ability to interpret and act upon a range of evidence in the pursuit of excellence.	✓	
Demonstrate reasoned judgement in difficult circumstances.	✓	
Deal sensitively with people with very different and demanding expectations, demonstrating an ability to avert and resolve conflict.	✓	

TEACHING AND LEARNING/CURRICULUM

Commitment to lifelong learning.	✓	
Ability to ensure that a stimulating, rigorous and suitably challenging learning environment is in place across the school.	✓	
Ability to take a leading role in ensuring that the school curriculum meets the needs of all learners.	✓	
Knowledge of the principles of effective teaching and assessment for learning.	✓	
Effective use of data to analyse and track pupils' progress to identify strengths and areas for improvement and to respond accordingly.	✓	

INCLUSION

Clear understanding of all elements of the continuum of educational inclusion and SEND provision.	✓	
Able to contribute to an agreed and consistent approach to school behaviour approaches and strategies.	✓	

LEADING AND MANAGING STAFF

Ability to demonstrate and implement a range of management and leadership styles.		✓
Ability to solve problems creatively, including under pressure.	✓	
Awareness of the need for all staff to maintain suitable work/life balance.	✓	
To be a lead professional in promoting classroom practice.	✓	
Ability to delegate tasks and responsibilities as appropriate.	✓	
Evidence of developing effective teamwork across the school community.	✓	
Ability to manage and motivate staff to achieve the highest standards within the resources available.	✓	

ACCOUNTABILITY

Contribute to the compliance with safeguarding requirements.	✓	
Understanding of the responsibilities of the school in ensuring compliance with Health and Safety Legislation.		✓
Demonstrate an understanding of, and support the school's role in supporting the wider community.	✓	

EFFECTIVE RELATIONSHIPS AND NETWORKS

Work alongside and have the ability to relate effectively with and gain the respect of staff, children and parents.	✓	
Work effectively and in partnership with governors.	✓	
Evidence of working with parents and the community.	✓	
Evidence of working in collaboration with other schools to realise improvement and standards.		✓
Able to identify, discuss and report safeguarding issues including child protection with the relevance representatives.	✓	

PERSONAL EFFECTIVENESS

Evidence ability to prioritise and manage time appropriately.	✓	
Ability to work under pressure.	✓	
Be self-motivating and achieve challenging professional goals.	✓	
Demonstrate flexibility and an ability to adapt to changing circumstances.	✓	
Take full responsibility for own professional development.	✓	

COMMITMENT

Demonstrate, work to the principles of and positively promote equality and diversity and community cohesion.	✓	
Demonstrate a commitment to promoting the school's vision and ethos.	✓	
Showing respect for all members of the school and wider community.	✓	
Ongoing commitment to the safeguarding of all pupils.	✓	

Please note that all elements of this person specification may be tested via a task, an interview question or both during the selection process.

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.