NORTHGATE SCHOOL ARTS COLLEGE

**Job Title:** Deputy Head of The Bee Hive

**Responsible to:** The Head of The Bee Hive

**Supervisory Responsibilities:** To deputise for the Head of The Bee Hive in their

absence.

This person specification should be read in conjunction with the latest School Teachers’ Pay and Conditions Document. It may be modified by the Head of The Bee Hive, with your agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title.

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| **Essential** | **Desirable** |
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| **Qualifications** |  |
| Qualified teacher status or recognised equivalent (DfE recognised) | Recent leadership and/or management training |
|  | Accredited training in specific areas of special education, e.g. autism, PMLD |
|  | Higher Safeguarding qualification would be desirable |
|  | Team Teach intermediate or advanced tutor would be desirable |
| **Experience – show evidence of** | |
| At least 2 years’ successful proven track record of excellent creative and structured teaching within the special needs environment | Experience of teaching in more than one key stage |
| Recent experience of working successfully as a senior leader in a school (minimum 2 years) |  |
| Evidence of major whole school responsibilities and experience of turning policy into effective and successful practice | Experience of working with and developing links with the community |
| Leadership of a significant area or phase or inclusion including responsibility for raising standards across the whole school | Experience of working with and involving school Governors |
| Experience of a range of successful learning and teaching strategies for SEN students and an understanding of what constitutes outstanding teaching |  |
| Experience of leading an area of student welfare and/or pastoral systems across a school |  |

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| **Essential** | **Desirable** |
| **Professional Knowledge** | |
| A clear understanding of the essential qualities necessary for effective teaching and learning |  |
| Understanding of effective behaviour and teaching strategies frequently used within the Special school setting and experience in effective pastoral systems in a SEND context | Understanding of the implementation of TEACCH and PECS |
| Up to date knowledge of statutory regulations and guidance relating to the post including understanding of OFSTED requirements and latest developments in special education |  |
| **Professional Skills – Demonstrate experience of** | |
| Analysis of data, to evaluate the performance of pupil groups, pupil progress and plan an appropriate course of action for whole school improvement | OFSTED inspection and following action planning |
| Curriculum leadership action planning and resource management |  |
| Leading alongside the Head Teacher, the annual appraisal process for all identified support and teaching staff |  |
| Development and review whole school systems to ensure robust evaluation of school performance and actions to secure improvements |  |
| Leading and manage a school team/s to successfully achieve agreed goals |  |
| Being an effective team player that works collaboratively and effectively with others |  |
| Developing and delivering effective and inspirational professional development for staff (including mentoring and coaching as appropriate) |  |
| Communicating effectively to a wide range of different audiences (verbal, written, using ICT as appropriate) |  |
| Demonstrating high quality teaching strategies to meet the wide range of ages and abilities of our pupils |  |

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| **Essential** | **Desirable** |
| **Professional Skills – Demonstrate experience of (continued)** | |
| Support, motivate and inspire both colleagues and pupils by leading through example |  |
| Contributing effectively to the work of the Head Teacher and senior leadership team |  |
| Deal successfully with situations that may include tackling difficult situations and conflict resolution |  |
| Working successfully with a range of external agencies |  |
| Think creatively and imaginatively to solve problems and identify opportunities |  |
| Facilitate a collaborative approach to decision making |  |
| **Demonstrate experience of and commitment to:** | |
| Be approachable and have a sense of humour | Designated person for safeguarding trained |
| Equalities |  |
| Promoting the school’s vision and ethos |  |
| High quality, stimulating learning environment |  |
| Relating positively to and showing respect for all members of the school and wider community |  |
| Ongoing relevant professional self-development and reflective practice |  |
| Safeguarding and child protection |  |
| **The candidate will ideally be able to evidence the ability to lead on one or more of the following areas:** | |
| The 14-19 ‘work-based’ curriculum including relevant accreditation |  |
| Planning, determining and organising major curriculum areas |  |
| A secure understanding of assessment strategies and the use of assessment to inform the next stages of learning |  |
| Ability to analyse data, develop strategic plans, set targets and monitor, evaluate and report progress towards these |  |