** GREENMEAD SCHOOL**

**PERSON SPECIFICATION**

**DEPUTY HEADTEACHER**

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| **ESSENTIAL REQUIREMENTS** | **DESIRABLE REQUIREMENTS** |
| **EDUCATIONAL QUALIFICATIONS AND TRAINING** | |
| Qualified Teacher Status (QTS) | Further SEN training or qualifications |
| Special school teaching experience of at least 5 years with pupils with sensory difficulties, PD, SLD and/or PMLD |  |
| Evidence of participation in recent School Leadership Training | NPQSL/NPQH underway or achieved |
| Recent and appropriate professional development |  |
| School leadership experience in a special school | Deputy Headteacher or Assistant Headteacher in a special school |
| **SKILLS AND ABILITIES** | |
| **Has the ability to:** | |
| Effectively support the Headteacher and Governors in developing a strategic vision for the school |  |
| Be committed to a school vision of excellence and which sets high standards for all and welcomes the  support of others to achieve it |  |
| Represent the school effectively, its needs and interests in a variety of settings, fostering collaborative partnerships through alliances and external developments |  |
| Demonstrate a strong, collaborative and clear leadership and management style, focused on solutions |  |
| Persevere with optimism in the face of difficulties and challenges, seeing possibilities and opportunities in challenging situations |  |
| Manage staff effectively, provide effective leadership and encourage positive working relationships including playing a role in further developing effective teams |  |
| Ability to delegate, support and hold staff to account |  |
| Determine priorities, manage time effectively and meet tight deadlines |  |
| Understand, analyse and interpret pupil/school performance data | Previous experience of leading on Assessment/Pupil Progress |
| Be committed to social justice, equality and diversity, and to maintain good relationships with all stakeholders through excellent communication skills |  |
| Effectively lead, develop and sustain curriculum developments and other educational initiatives for pupils with special educational and complex needs leading to positive outcomes | Previous experience of designing and implementing innovative and well researched pupil-centred curriculums for different pathways |
| Have the ability to improve and sustain the quality of teaching and learning including leading and evaluating Continuing Professional Development |  |
| Develop appropriate links with parents and the wider community (including external agencies including health and social care professionals) |  |
| Maintain records and manage information related to areas of responsibility so that the school is able to account for all aspects of performance to governors, LA and others |  |
| Use ICT as a resource for teaching and learning and in administration |  |
| **EXPERIENCE** | |
| Leading and managing change effectively | Experience of Coaching and Mentoring |
| Demonstrate consistently outstanding innovative classroom practice and lead by example |  |
| Varied teaching across more than one key stage |  |
| Formulation, modification and evaluation of an area of learning to meet the needs of pupils with SEN |  |
| Being involved in the implementation of whole school initiatives including budget and resource management |  |
| Contribute effectively to school self-evaluation and school improvement |  |
| **KNOWLEDGE AND UNDERSTANDING** | |
| Knowledge of the whole curriculum for pupils aged 2-11 with SLD, PD, Sensory Difficulties and/or PMLD | Knowledge of national, local and research initiatives relating to SEN |
| Knowledge of and commitment to inclusive practice and equal opportunities |  |
| Demonstrate an understanding of and commitment to promoting the role played by parents/carers in raising standards and the importance of working with parents and other members of the wider school community |  |
| **SAFEGUARDING** | |
| Secure knowledge and understanding of best practice and procedures for safeguarding children and young  people | Experience as a Designated Lead for Safeguarding and Child Protection and/or Looked After Children |
| Display knowledge, understanding and commitment of the protection and safeguarding of children |  |