Mill Water School

Deputy Headteacher – Pastoral

Person Specification

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

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| **Essential** | Desirable |
| Qualifications |
| Qualified teacher status or recognisedequivalent | Recent management training. A degree or equivalent. Recognised management qualification |
|  | Higher level qualification: MEd/MA/MSc.Accredited training in specific areas ofspecial education, e.g. autism, PMLD, complex needs, VI, MSI. |
| SafeguardingExperience of safeguarding and child protection in a school environment | Higher level safeguarding training (L3) Designated person for safeguardingTrained. Experience of leading staff training in child protection/safeguarding matters |
| **Experience – show evidence of** |
| At least 5 years successful proven track recordof excellent creative and structured teachingwithin the special needs environment. | Experience of teaching in more than one SEN school key stage from EYFS – 6th Form |
| Recent experience of working successfully as a senior leader in a school | Evidence of work to provide information for School Self-Evaluation to inform School Development Planning and impact of outcomes. |
| Experience of working with anddeveloping links with the community | Evidence of major whole school responsibilitiesand experience of turning policy into effectiveand successful practice |
| Leadership of a significant area, Key Stage or phase orinclusion including responsibility for raisingstandards across the whole school. | Experience of working with and involvingSchool Governors with school self-evaluation and school development systems. |
| **Professional Knowledge** |
| A clear understanding of the essential qualitiesnecessary for effective teaching and learning, and behaviour management. | PROACT-SCIPr-uk® / TEAM TEACH /MAPA/PIPS trained / Trainer Qualification |
| Understanding of effective behaviour andteaching strategies frequently used within thespecial school setting | Understanding of the implementation ofTEACCH and PECSExperience of analysing incident of behaviour over time and implementing whole school strategies to reduce behaviour incidents. Leading whole school response and training on behaviour |
| Up to date knowledge of statutory regulationsand guidance relating to the post including Code of Practise.Understanding of Ofsted requirements andlatest developments in special education | Knowledge of wider strategic developments in education resulting from local and national policy changes and funding decision making. |
| **Professional skills – Demonstrate experience of:** |
|  Analysis of data, to evaluate the performanceof pupil groups, pupil progress and plan anappropriate course of action for whole schoolimprovement. | Lead schools locally and regionally in developing the use if data to review evaluate and plan to improve outcomes for children |
| OFSTED inspection and following actionplanning. | An understanding of school self-evaluation, school development and the way it fits into the OFSTED inspection process. |
| Curriculum leadership action planning andresource managementUnderstand the planning of the Curriculum, including assessment, recording and reporting. | Experience in Evaluating and monitoring curriculum leadership  |
| Leading alongside the Headteacher, theannual appraisal process for all identifiedsupport and teaching staff. Knowledge of school systems for non-teaching staff to support the work of the school | Experience of: Appointing and inducting staff; Establishing and developing school administrative systems; Planning IT systems for resource and budget management. |
| Development and review whole school systems to ensure robust evaluation of school performance and actions to secureimprovementsExperience of conducting performance management or appraisal | Leadership of whole school appraisal systems.  |
| Leading and manage a school team/s tosuccessfully achieve agreed goals | Understand the characteristics of an effective school. Involvement in school improvement work. Knowledge of the SEN Code of Practice.Awareness of strategies to raise pupil achievement, manage behaviour.Understanding of how to set targets. |
| Being an effective team player that workscollaboratively and effectively with others. | Experience of playing a leading role in establishing a staff development programme |
| Developing and delivering effective andinspirational professional development for staff(including mentoring and coaching asappropriate). | Evidence of sustained leadership of INSET programmes. Participation in work with other schools or agencies. Experience of leading INSET activities for others |
| Communicating effectively to a wide range ofdifferent audiences (verbal, written, using ICTas appropriate). | Leading the school’s commitment to the wider community, other educational establishments and the Education Services |
| Demonstrating high quality teaching strategiesto meet the wide range of ages and abilities ofour pupils | Evidence of curriculum leadership across the school age range. Experience of leading a significant curriculum development to implementation |
| Support, motivate and inspire both colleaguesand pupils by leading through example. |  |
| Contributing effectively to the work of theHeadteacher and senior leadership team. |  |
| Deal successfully with situations that mayinclude tackling difficult situations and conflictresolution. |  |
| Working successfully with a range of externalAgenciesUnderstanding of the role which can be played by parents and the community in raising standards | Experience of working directly with parents to raise standards and involvement with the local community. |
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| Facilitate a collaborative approach to decisionmaking, to think creatively and imaginatively to solveproblems and identify opportunities | A commitment to raising achievement through partnership with parents, Education Services. A determination to progress school improvement and a desire to fulfil each child’s potential. A commitment to inclusive education and willingness to respond to the needs of individual learners. |
| **Demonstrate experience of and commitment to:** |
| Be approachable and have a sense of humour. A positive and energetic approach to work. |  |
| Commitment to equality of opportunity. Commitment to race and gender equality and social inclusion.Understanding of Spiritual Moral Social and Cultural Development. | Understanding of actions to be taken to promote racial harmony and prepare pupils to live in a culturally diverse society. Experience of implementing strategies for social inclusion. Understanding the need to promote positive role models. |
| Promoting the school’s vision and ethos | Ability to motivate pupils and staff to meet vision and ethos. Ability to delegate responsibility, set high standards and provide a focus for improvement. |
| Creating a high quality, stimulating learning environment, collaborating with others to making decisions to make best use of resourceKnowledge of the role of Governors | Awareness of Best Value processes. First-hand experience of collaborative work on Self-evaluation and impact on school development resulting from work with Governors.  |
| Relating positively to and showing respect for all members of the school and widercommunity | Leads actions to establish and develop good relationships with all involved in the school.  |
| Ongoing relevant professional self-development and reflective practice | Flexible and approachable. Resilient under pressure. Ability to deal sensitively with people and resolve conflicts. |
| Competent in the use of ICT. Ability to communicate effectively in writing and orally.  |  |

 N.B. Candidates who apply for this post are asked to write a personal statement to show how

they meet the selected criteria and how their examples demonstrate impact.