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| **PERSON SPECIFICATION – DEPUTY HEADTEACHER** | | | |
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| **QUALIFICATIONS AND EXPERIENCE**  **- Essential** | | **QUALIFICATIONS AND EXPERIENCE - Desirable** | **ASSESSED THROUGH** | |
| * Qualified Teacher Status * At least 3 years’ experience of working in a Special School (teaching and/or leadership role) * At least 2 years’ experience in a post of senior responsibility in a school * Experience of teaching in more than 1 school * Experience of multi-agency work and collaboration * Experience and secure understanding of safeguarding procedures * Experience of managing and supporting change and implementing and leading elements of a School Improvement Plan * Experience of contributing effectively to the Performance Management/ Appraisal of teachers, and developing and nurturing staff. * Experience of reporting to and/or working alongside School Governors * Experience of delivering assemblies, and staff training * Experience of chairing meetings * Engagement in ongoing and recent professional development | | * Qualification in Middle or Senior Leadership * Qualifications linked specifically to children with SEND * Currently qualified to use Team Teach * Experience of teaching across the range of SEND including PMLD, and ASC * Experience of leading on safeguarding procedures as either the DSL or DDSL * Experience and understanding of social media platforms to promote school values and activities * Experience of recent involvement in the EHCP process | Application Form  References  Interview process | |
| **PERSONAL QUALITIES**  **- Essential** | | | **ASSESSED THROUGH** | |
| * An uncompromising focus on the needs of the children, with high expectations and a commitment to reducing barriers to learning * A high level of self-awareness and a commitment to personal development and improvement * Calm and objective in challenging or stressful situations * Confidence to promote the values of the school to different audiences * An ability to inspire and motivate others and to secure engagement with new ideas and approaches * Respectful of different perspectives, and approaches * Self-motivated, organised, flexible and resilient * Non-judgmental and challenging approach to safeguarding and families * Approachable, friendly, empathetic | | | Application Form  References  Interview process | |
| **Essential**  **KNOWLEDGE and SKILLS to** | **Desirable**  **KNOWLEDGE AND SKILLS to** | | **ASSESSED THROUGH** | |
| * Use systems and processes and refine these to improve efficiency and reduce teacher workload * Manage budgets and prioritise spending in areas of need * Liaise effectively and positively with other adults, negotiating positive outcomes * Show good understanding of different models of curriculum development in the special school setting and an open minded approach to change * Lead and respond collaboratively within a large staff team * Follow and respect statutory requirements, collating information and presenting this professionally within a given time frame * Implement the safeguarding agenda with excellent commitment * Prioritise, organise and delegate appropriately, seeing tasks to completion * Undertake supportive and occasionally difficult conversations, * Ensure the EHCP process is effective and supportive for pupils and their families * Analyse and interpret data from different sources and to then use this to suggest possible improvements * Persuade, inspire and motivate others, building and maintaining positive relationships * Make decisions both collaboratively and independently | * Understand and retain information about different subject matters and apply knowledge * Demonstrate excellent written English skills including spelling, editing and   writing for different audiences   * Pick out pertinent points in meetings, link ideas and reflect on these to form a conclusion | | Application  References  Interview process | |