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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
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| **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
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| **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
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