



## PERSON SPECIFICATION – DEPUTY HEADTEACHER

<b>QUALIFICATIONS AND EXPERIENCE - Essential</b>	<b>QUALIFICATIONS AND EXPERIENCE - Desirable</b>	<b>ASSESSED THROUGH</b>
<ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> <li>• At least 3 years' experience of working in a Special School (teaching and/or leadership role)</li> <li>• At least 2 years' experience in a post of senior responsibility in a school</li> <li>• Experience of teaching in more than 1 school</li> <li>• Experience of multi-agency work and collaboration</li> <li>• Experience and secure understanding of safeguarding procedures</li> <li>• Experience of managing and supporting change and implementing and leading elements of a School Improvement Plan</li> <li>• Experience of contributing effectively to the Performance Management/ Appraisal of teachers, and developing and nurturing staff.</li> <li>• Experience of reporting to and/or working alongside School Governors</li> <li>• Experience of delivering assemblies, and staff training</li> <li>• Experience of chairing meetings</li> <li>• Engagement in ongoing and recent professional development</li> </ul>	<ul style="list-style-type: none"> <li>• Qualification in Middle or Senior Leadership</li> <li>• Qualifications linked specifically to children with SEND</li> <li>• Currently qualified to use Team Teach</li> <li>• Experience of teaching across the range of SEND including PMLD, and ASC</li> <li>• Experience of leading on safeguarding procedures as either the DSL or DDSL</li> <li>• Experience and understanding of social media platforms to promote school values and activities</li> <li>• Experience of recent involvement in the EHCP process</li> </ul>	<p>Application Form References Interview process</p>
<b>PERSONAL QUALITIES - Essential</b>		<b>ASSESSED THROUGH</b>
<ul style="list-style-type: none"> <li>• An uncompromising focus on the needs of the children, with high expectations and a commitment to reducing barriers to learning</li> <li>• A high level of self-awareness and a commitment to personal development and improvement</li> <li>• Calm and objective in challenging or stressful situations</li> <li>• Confidence to promote the values of the school to different audiences</li> <li>• An ability to inspire and motivate others and to secure engagement with new ideas and approaches</li> <li>• Respectful of different perspectives, and approaches</li> <li>• Self-motivated, organised, flexible and resilient</li> <li>• Non-judgmental and challenging approach to safeguarding and families</li> <li>• Approachable, friendly, empathetic</li> </ul>		<p>Application Form References Interview process</p>
<b>Essential KNOWLEDGE and SKILLS to</b>	<b>Desirable KNOWLEDGE AND SKILLS to</b>	<b>ASSESSED THROUGH</b>
<ul style="list-style-type: none"> <li>• Use systems and processes and refine these to improve efficiency and reduce teacher workload</li> </ul>	<ul style="list-style-type: none"> <li>• Understand and retain information about different subject matters and apply knowledge</li> </ul>	<p>Application References</p>

<ul style="list-style-type: none"> <li>• Manage budgets and prioritise spending in areas of need</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate excellent written English skills including spelling, editing and writing for different audiences</li> </ul>	Interview process
<b>Essential KNOWLEDGE and SKILLS to</b>	<b>Desirable KNOWLEDGE AND SKILLS to</b>	<b>ASSESSED THROUGH</b>
<ul style="list-style-type: none"> <li>• Liaise effectively and positively with other adults, negotiating positive outcomes</li> <li>• Show good understanding of different models of curriculum development in the special school setting and an open minded approach to change</li> <li>• Lead and respond collaboratively within a large staff team</li> <li>• Follow and respect statutory requirements, collating information and presenting this professionally within a given time frame</li> <li>• Implementation of the safeguarding agenda with excellent commitment</li> <li>• Prioritise, organise and delegate appropriately, seeing tasks to completion</li> <li>• Undertake supportive and occasionally difficult conversations,</li> <li>• Ensure the EHCP process is effective and supportive for pupils and their families</li> <li>• Analyse and interpret data from different sources and to then use this to suggest possible improvements</li> <li>• Persuade, inspire and motivate others, building and maintaining positive relationships</li> <li>• Make decisions both collaboratively and independently</li> </ul>	<ul style="list-style-type: none"> <li>• Pick out pertinent points in meetings, link ideas and reflect on these to form a conclusion</li> </ul>	Application References Interview process