



PERSON SPECIFICATION – DEPUTY HEADTEACHER

QUALIFICATIONS AND EXPERIENCE - Essential	QUALIFICATIONS AND EXPERIENCE - Desirable	ASSESSED THROUGH
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • 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 • The ability to converse at ease with customers and service users and provide advice in accurate spoken English is an essential requirement of this post. 		Application Form References Interview process

Essential KNOWLEDGE and SKILLS to	Desirable KNOWLEDGE AND SKILLS to	ASSESSED THROUGH
<ul style="list-style-type: none"> • Use systems and processes and refine these to improve efficiency and reduce teacher workload • Manage budgets and prioritise spending in areas of need 	<ul style="list-style-type: none"> • Understand and retain information about different subject matters and apply knowledge • Demonstrate excellent written English skills including spelling, editing and 	Application References Interview process
Essential KNOWLEDGE and SKILLS to	Desirable KNOWLEDGE AND SKILLS to	ASSESSED THROUGH
<ul style="list-style-type: none"> • 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 • Implementation of 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 	<p>writing for different audiences</p> <ul style="list-style-type: none"> • Pick out pertinent points in meetings, link ideas and reflect on these to form a conclusion 	Application References Interview process