



## Person Specification: Deputy Headteacher

<b>Professional Qualifications/Training</b>	<b>Essential</b>	<b>Desirable</b>
Qualified Teacher Status	✓	
Evidence of recent training and development in special education and/or leadership	✓	
Further SEN specific qualifications applicable to a special school setting		✓
Further professional qualification e.g. NPQSL		✓
<b>Experience</b>	<b>Essential</b>	<b>Desirable</b>
Significant successful leadership experience at middle or senior leadership level	✓	
Highly successful experience of teaching pupils with a wide range of learning needs	✓	
Experience of planning, delivering and monitoring a curriculum for pupils with diverse learning needs	✓	
Experience in planning and implementing effective behaviour management systems	✓	
Taken a lead role within safeguarding, have an up to date knowledge of relevant safeguarding legislation and the ability to prompt a culture of safeguarding	✓	
Experience and a sound understanding of school financial and resource management and planning, including value for money considerations		✓
<b>Skills, Knowledge &amp; Attributes</b>	<b>Essential</b>	<b>Desirable</b>
Clear understanding of the role of the Deputy in maintaining the development of a successful special school	✓	
Able to articulate and contribute, in partnership with others, to a strategic vision for the school and can show experience of successful improvement / action planning	✓	
Able to challenge, influence and motivate others	✓	
Has an understanding of how to put the safeguarding of children at the centre of the work of the school	✓	
Commitment to the setting and achieving of ambitious challenging goals and standards	✓	
Sound understanding of the use of data to effectively track children's progress and attainment	✓	
Experience of developing and / or implementing a high quality system for recording and reporting assessments	✓	

<b><i>Skills, Knowledge &amp; Attributes</i></b>	<b><i>Essential</i></b>	<b><i>Desirable</i></b>
Communicates well at all levels with pupils, staff, parents / carers, governors and partner agencies	✓	
Ability to work under pressure, good organisational skills, able to prioritise effectively	✓	
Has up to date knowledge of national initiatives relating to SEND	✓	
Is enthusiastic and has a sense of humour and fun	✓	
Able to build effective working relationships and is committed to supporting the staff and pupils within the school	✓	
Encourages and listens to the 'student voice'	✓	
<b><i>Leadership &amp; Management</i></b>	<b><i>Essential</i></b>	<b><i>Desirable</i></b>
Experience in leading and implementing whole school initiatives and managing change.	✓	
Has a sound knowledge of and some involvement in implementing strategies that enhance teaching and learning opportunities	✓	
Good leadership skills and a presence which inspires confidence and motivates others	✓	
Thorough and detailed understanding of the OfSTED Framework for Inspection and the OfSTED School Inspection Handbook	✓	
Involvement in reviewing self evaluation and implementing develop plans	✓	
An open, honest and inclusive leadership style with a commitment to CPD and an ethos of teamwork, whilst retaining the ability to act decisively and inspire others	✓	
Experience of recruiting, selecting, interviewing and delivering effective performance management of staff using the current Teachers' Standards and Regulations for teacher appraisal and capability		✓
<b><i>Strengthening Community</i></b>	<b><i>Essential</i></b>	<b><i>Desirable</i></b>
A commitment to working with the Governing Board	✓	
A successful record of working with key partners, both within and beyond education, including parents / carers and local schools	✓	
A commitment to developing links with the local community		✓