

Samuel Pepys School Deputy Head Teacher Person Specification **October 2025**

	Essential	Desirable
Education and Qualifications	• Qualified Teacher Status (QTS) • Evidence of relevant professional development at leadership level • Leadership and/or management further professional study, such as an NPQ or an intention to pursue further relevant study • Experience of a senior leadership role in a setting that is for, or includes, pupils with special educational needs, including those with SLD and PMLD • Trained Appraiser • Recent, relevant training in therapeutic approaches to supporting behaviour	• Further relevant study, such as a Masters level degree • Therapeutic Thinking Trainer • Training and experience as a designated safeguarding deputy or lead • First Aid qualification • Moving and handling trainer
Professional Experience and Skills	• You must really enjoy working with children and as part of a team and be able to grow strong, positive relationships with everyone within our school community • Proven track record as an excellent classroom practitioner and school leader across the age and ability range, with a clear understanding of pedagogy for pupils with SLD and PMLD • An understanding of what best practice looks like for teaching pupils with complex special educational needs and provide support and mentoring for others • Confidence and skill to plan and deliver professional development for staff (in-house and to external partners, for example to initial teacher training providers or support for colleagues in mainstream) • Experience of leading teams of teachers and supporting staff • Experience in planning, leading and monitoring areas of whole school improvement • Experience of creating and sustaining standards of excellence, by setting examples for others across the whole school, in line with school leadership policy and practices • Proven ability in the implementation of strategies for increasing progress and achievement including the use of evidence to monitor pupil progress • Working knowledge and understanding of the SEND Code of Practice • Carrying out appraisals for teachers and providing targeted support and guidance • Knowledge of safeguarding procedures in educational settings and promoting pupil well being including experience of liaison with partners such as health and social care • Experience of effective communication with families to facilitate partnerships between school and home, including the chairing of EHCP meetings, therapeutic behaviour support, Child in Need, EPEP meetings etc	• Have in depth knowledge of specialist interventions, e.g. AAC, Sign Language, TEACCH, PECS, Therapeutic Thinking, Lego Therapy, hydrotherapy, Rebound Therapy, Intensive Interaction, Attention Autism, and be able to share your experience and skills with others • Trainer for phonics, such as Little Wandle SEND • Show potential for development into Headship • Completion of NPQH

	• An understanding of the potential health and safety risks within a school environment and wider community and the skills to implement and monitor H&S including risk benefit analysis • Ability to draft and present policy documents to leaders and governors • Ability to use technology to facilitate effective communication within our school community (Email, MS Teams, Powerpoint or more creative ways!) • Commitment to the vision and school improvement plan at Samuel Pepys School	
Personal skills and attributes	• A positive 'can do' attitude, shared with pupils and colleagues to build and sustain our great team ethos • Demonstrable experience of highly effective communication skills, both orally and in writing and as an active listener • Chairing and facilitation skills • Demonstrate reliability and professional integrity • Ability to maintain a professional stance in all situations, ensuring confidentiality and building and sustaining constructive relationships • Be highly organised and able to plan and prioritise work within timeframes and to meet deadlines • High levels of resilience and determination • Calm and organised approach to working under pressure and the ability to inspire confidence in others • Ability to work with the Head Teacher to motivate and work with others to create a shared culture and positive working and learning environment	• Minibus driver • Confident swimmer • Creative skills such as singing, playing a musical instrument
Strategic Direction and Development of Samuel Pepys School	• A strategic thinker, contributing to the building of and communication of our coherent vision in a range of compelling ways • Evidence of working with a Head Teacher and Governors to inspire, challenge, motivate and empower others to carry our school vision forward • A dedication to 'live and breath' the positive and ambitious ethos, values and vision of Samuel Pepys School!	• Experience of being on a Governing Body • A network of colleagues in SEND
Please also see the Teachers' Standards which can be found on the GOV.UK website. The postholder should act solely in terms of the public interest and adhere to the seven Principles of Public Life Posts working with either children and/or vulnerable adults will be subject to an enhanced disclosure & barring service check. Samuel Pepys School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.		