

Post: Deputy Headteacher September 2026

ESSENTIAL	DESIRABLE
Qualifications	
Good honours degree or equivalent	Accredited Level 3 DSL safeguarding training
Qualified Teacher Status	
Substantive post study and/or qualification	Safer recruitment training
Evidence of professional development including training in school leadership and management	
Experience	
Outstanding teacher, with minimum of five years' experience	Experience of EYFS or KS1 leadership
Proven success in teaching pupils with complex learning difficulties	
Successful senior leadership and management in the delivery of high-quality education	Experience of managing statutory reviews and PEPs
Involvement in school self-evaluation	
Leading on school improvement with measurable outcomes	Experience of leading the curriculum or assessment in a special school
Effective line management and leading, appraising and managing staff teams.	
Responsibility for staff induction and providing support to ECTs.	
Delivering effective training to others, leading INSET days	
Proven success in and understanding of positive behaviour management in a special school.	
Proven success in supporting, motivating and developing staff.	
Working effectively in safeguarding, child protection and the welfare of pupils and vulnerable children	
Developing and sustaining positive collaborative relationships with parents	
Leading successful multi agency partnerships	
Skills and abilities	
Professional knowledge and understanding of what constitutes and how to achieve quality in educational provision and high aspirations for children with learning difficulties.	Knowledge of requirements of an Educational Visits Co-ordinator
Ability to communicate a vision and inspire others.	
Demonstrable understanding of the principles and practice of school improvement, including strategies to raise achievement.	

<p>Ability to set goals, plan and manage change in a complex organisation.</p> <p>Skilled ambassador of and advocate for pupils with complex and severe learning difficulty</p> <p>Ability to analyse data, identify patterns and construct meaningful targets.</p> <p>Ability to make appropriate decisions based on evidence and risk assessments, to deliver within time scales.</p> <p>Excellent communication and interpersonal skills with the ability to listen, persuade, negotiate and act as an effective member of a team.</p> <p>Ability to develop the leadership skills of others.</p> <p>Able to develop, empower and sustain individuals and teams.</p> <p>Ability to appreciate and manage conflicting and diverse opinion.</p> <p>Skilled coach and mentor</p> <p>High personal standards and ability to challenge own work and the work of others.</p> <p>Working knowledge of current national frameworks for education and special educational needs</p> <p>Ability to develop and enhance the reputation of the school in, and its relationship with, the local community.</p> <p>Ability to successfully manage a large and varied workload with excellent planning and time management skills.</p>	
Equality, inclusion and safeguarding issues	
<p>Commitment and ability to integrate equality policies into service delivery.</p> <p>Commitment to safeguarding</p> <p>Responsible for following the school's health & safety policy, practices and procedures.</p> <p>Awareness of and commitment to confidentiality</p>	
Personal Qualities	
<p>A positive role model and lead by example</p> <p>Reflective practitioner and willingness to listen to, reflect and act upon feedback.</p> <p>Positive, optimistic and flexible demonstrating honesty and integrity</p> <p>High aspirations and a commitment to excellence for all</p> <p>Resilient</p> <p>Able to manage personal work pressure and maintain an effective work life balance.</p> <p>Commitment to activities associated with School to School support.</p>	