

Post: Deputy Headteacher September 2021

| ESSENTIAL | DESIRABLE |
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| 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 pastoral 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 PSHE in a special school |
| Effective line management and leading, appraising and managing staff teams | |
| Responsibility for staff induction and providing support to NQTs | Experience of leading Pupil Premium provision |
| 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 | |

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| <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> | |