

Person Specification

Deputy Headteacher



Factor	Essential	Desirable	Assessment*
Qualification	Qualified Teacher Status. Degree at level 2:2 or above/or equivalent.	National Professional Qualification for Middle Leadership (NPQML) National Professional Qualification for Senior Leadership (NPQSL) National Professional Qualification for Headship (NPQH)	A, I, R, D
Experience	Experience in working effectively with parents/carers, external professionals and other agencies. A consistently outstanding teacher Experience of leadership at whole school level Experience of successfully supporting others Experience of effective behaviour management Experience of working with a governing body Experience of deploying staff across a whole school Experience of strategic planning. Experience of leading and managing staff, including performance management and professional development	Significant and successful experience in a senior leadership role within a special school or a setting supporting pupils with special educational needs and disabilities (SEND)	A, I, R
Skills, Knowledge and Abilities.	Knowledge of statutory requirements and other legislation relating to Safeguarding/EHCP/Employment Deep understanding of SEND and strategies to promote inclusive education Excellent behaviour management techniques and skills Ability to use a range of ICT effectively and creatively as a tool for learning Inspirational leadership and the ability to motivate others Excellent communication and interpersonal skills Ability to lead, manage, and develop teams effectively Strategic thinking and problem-solving ability Ability to analyse data to inform school improvement	Knowledge of therapeutic, sensory, or communication approaches. Familiarity with EHCP processes and local authority frameworks.	A, I, R

	High level of organisational skills and resilience Commitment to professional reflection and continuous improvement		
Personal Qualities.	A values-driven leader who embodies the ethos Passionate about inclusive education and improving outcomes for all learners Approachable, empathetic, and emotionally intelligent Committed to collaboration, teamwork, and partnership working High expectations of self, staff, and pupils Integrity, fairness, and a strong sense of moral purpose Willingness to contribute to the wider life of the school community Commitment to professional growth and lifelong learning		A, I, R

**Assessment Method – details how the criteria will be assessed*

A = Application Form, **I** = Interview, **R** = References, **D** = Documentary Evidence