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| **Employee Specification Form** | Post Number | |  | |
| Job Title | | Deputy Headteacher – Pastoral and Community | |
| Department | | Clare Mount Specialist Sports College | |
| Prepared by and date | | Headteacher September 2025 | |
| ***Important - Study “Explanatory Notes” printed overleaf before completing form*** | | | | |
| **Essential Personal Attributes** | Stage Identified | **Desirable Personal Attributes** | | Stage Identified |
| **Qualifications**   * Recognised teaching qualification * Evidence of further relevant study * Attendance at a range of relevant in-service training | A/I  A/I  A/I | * Evidence of further professional development * Additional qualification in a SEN specialist area (e.g. Autism) * NPQH | | A/I  A/I  A/I |
| **Experience**   * Current experience of being on a Senior Leadership Team * Successful leadership and management in an educational setting * Involvement in school self-evaluation and development planning including contributing to the SIDP/SEF * Demonstrable experience of successful line management and staff development * Leading on Safeguarding or Pastoral matters * Experience of working with students with a range of special needs * Significant senior management experience including taking whole school responsibility for key areas * Outstanding classroom practitioner * Demonstrate experience of successful change management * Experience of budget management * Experience of using a range of data sources to analyse and inform the School Development Plan * Proven experience of improving outcomes for all children. * Proven ability on public presentations * Understanding of successful and effective strategies for managing behaviour * Evidence of outstanding relationships with parents * Experience of devising and developing projects to engage the local community * Experience of community engagement and partnership development | A/I  A/I  A/I  A/I  A/I  A/I  A/I  A/I  A/I  A/I  A/I  A/I  A/I  A/I  A/I  A/I  A/I | * Experience of leading whole school initiatives * Knowledge and experience of pupils with a wide range of special needs including autism * Experience of leading relevant INSET * Experience of managing non-teaching staff * Experience of working pro-actively with a wide range of support / external agency colleagues * Strategic leadership of a school budget * Experience of identifying and applying for external funding * Partnership working with a range of agencies * Promoting pupil voice, growth mindset and working with the School Council * Leading on attendance initiatives * Experience of working with multi-agencies and vulnerable children including pupils in care * Writing policies and procedures for school * Organising and manageing events * Contributing to regional or national conferences * Compilation and oversight of the whole-school calendar * Promoting belonging and connectedness through a House system | | A/I  A/I  A/I  A/I  A/I  A/I  A/I  A/I  A/I  A/I  A/I  A/I  A/I  A/I  A/I  A/I  A/I |

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| **Knowledge and skills**   * Data analysis skills and the ability to use data to set targets and identify both strengths and areas for development * Understanding of high-quality teaching, the ability to model this for others and support others to improve * Understanding of school finances and financial management * Effective communication and well developed interpersonal skills * Ability to lead, inspire others and communicate a vision * Ability to build effective working relationships * Ability to plan, organise and prioritise * Ability to work in a team * Outstanding up to date understanding of SEN issues and legislation * Excellent administrative capability, organisational skill and time management * Up to date understanding of curriculum issues for children with diverse needs * Ability to lead professional development and performance management of a team * Confidence and competence in using ICT | A/I  A/I  A/I  A/I  A/I  A/I  A/I  A/I  A/I  A/I  A/I  A/I  A/I  A/I | * Monitoring and evaluating teaching and learning * Ability to teach a broad and balanced curriculum * Experience of using Arbor MIS, Blue Sky (Performance Mgt software) and CPOMS * Up to date understanding of curriculum issues for secondary students with diverse needs * Knowledge of special and mainstream settings * Knowledge of Well Schools and a commitment to promoting pupil and staff well-being * Understanding of EBSA and barriers to attendance | A/I  A/I  A/I  A/I  A/I  A/I  A/I |
| **Special Requirements**   * A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school * Ability to work under pressure and prioritise effectively * Commitment to maintaining confidentiality at all time * Commitment to safeguarding and equality, ensuring that personal beliefs are not expressed in ways that exploit the position * Commitment to school and its wider responsibilities to the community * Ability to motivate staff as well challenge them, including having difficult conversations * Commitment to the the school’s culture of good mental health and well-being for all students and staff * Passion, stamina, resilience and optimism and a sense of humour | A/I  A/I  A/I  A/I  A/I  A/I  A/I  A/I | * Evidence of innovative, change management and a strong commitment to on-going personal and professional development | A/I |