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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/IA/IA/I | * Evidence of further professional development
* Additional qualification in a SEN specialist area (e.g. Autism)
* NPQH
 | A/IA/IA/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/IA/IA/IA/IA/IA/IA/IA/IA/IA/IA/IA/IA/IA/IA/IA/IA/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/IA/IA/IA/IA/IA/IA/IA/IA/IA/IA/IA/IA/IA/IA/IA/IA/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/IA/IA/IA/IA/IA/IA/IA/IA/IA/IA/IA/IA/IA/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/IA/IA/IA/IA/IA/IA/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/IA/IA/IA/IA/IA/IA/IA/I | * Evidence of innovative, change management and a strong commitment to on-going personal and professional development
 | A/I |