Person specification form

Job Title: Deputy Headteacher

Seniority Level:Senior Leadership Team

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| **Area** | | **Essential** | **Desirable** | **How Assessed** |
| **Qualifications and Training** | |  | | |
| 1. Qualified teacher status or recognised equivalent | | x |  | Doc |
| 1. Recent senior leadership training; NPQH or willingness to complete it within 2 year period | | x |  | Doc/app |
| 1. Applied Behaviour Analysis training and/or qualification of BCaBA or BCBA or equivalent or willingness to complete | | x |  | Doc/app |
| 1. Membership (at an appropriate level) to the UK-SBA; or willingness to join | | x |  | Doc/app |
| **Experience, Knowledge and Abilities** | |  | | |
| 1. At least 5 years successful proven track record of excellent teaching for pupils with ASD across a minimum of two key stages, including partnership teaching/leadership and working with additional adults. | | x |  | app |
| 1. Experience and understanding of using ABA in your teaching practice. | | x |  | App/interview/task |
| 1. Recent experience of working successfully as a senior leader in a school. | | x |  | App/references |
| 1. Evidence of major whole school responsibilities and experience of turning policy in effective and successful practice. | | x |  | App/interview |
| 1. Experience of working with and developing links with the community | |  | x | App/interview |
| 1. Leadership of a significant area or phase including responsibility for raising standards across the whole school | | x |  | App/interview |
| 1. Experience of working with and involving school Governors | | X |  | App |
| 1. Experience of developing in depth solutions to problems | | x |  | App |
| 1. Ability to prioritise, plan and organise self and others | | x |  | App |
| 1. A clear understanding of the essential qualities necessary for effective teaching and learning | | x |  | App/task/interview |
| 1. Experience of working on HR matters, compliant with policies. | |  | x | App/interview |
| 1. Experience of academy school finance and/or the willingness to increase knowledge and responsibility in this area | |  | x | App/interview |
| 1. Thorough knowledge of the requirements of the NC and its implications for pupils with ASD. | | x |  | App/task |
| 1. Understanding of the implementation of ABA in a special school setting. | | x |  | App/task/interview |
| 1. Up to date knowledge of statutory regulations and guidance in relation to the post including understanding of OFSTED requirements, the Academy Handbook and latest developments in education | | x |  | App/task/interview |
| 1. Understanding of effective behaviour and teaching strategies frequently used with pupils with ASD | | x |  |  |
| **Professional skills** | |  | | |
| 1. Analysis of data, to evaluate the performance of pupil groups, pupil progress and plan an appropriate course of action for whole school improvement. | | x |  | App/task/interview |
| 1. OFSTED inspection and following action planning | | x |  | App |
| 1. Leading alongside the Headteacher, the annual appraisal process for all identified support and teaching staff. | | x |  | App/Interview |
| 1. Lead and manage a school team/s to successfully achieve agreed goals. | | x |  | App/interview |
| 1. Being an effective team player that works collaboratively and effectively with others | | x |  | App/task/interview |
| 1. Developing and delivering effective and inspirational professional development for staff (including mentoring and coaching as appropriate) | | x |  | App/interview |
| 1. Communicating effectively to a wide range of different audiences (verbal, written, using ICT as appropriate). | | x |  | App/interview/task |
| 1. Demonstrating high quality teaching strategies to meet the wide range of ages and abilities of our pupils | | x |  | App/interview/task |
| 1. Support, motivate and inspire both colleagues and pupils by leading through example. | | x |  | App/interview, task |
| 1. Contribute effectively to the work of the Headteacher and senior leadership team. | | x |  | App/interview |
| 1. Deal successfully with situations that may include change, tackling difficult situations and conflict resolution. | | x |  | App/interview/task |
| 1. Working successfully with parents and a range of professionals both internally and with external agencies | | x |  | Application |
| 1. Knowledge and experience of working with pupils who have behaviours described as challenging. | | x |  | Application |
| 1. A secure commitment to working in a school whose foundations for learning are based on the principles of Applied Behaviour Analysis | | x |  | Application, interview |
| **Personal and other attributes** | |  | | |
| 1. Able to work under pressure and manage own stress | | x |  | Application, task, interview, references, psychometric tests |
| 1. Willing to accept the demands and challenges of the post and respond in a flexible manner | | x |  | Application, task, interview, psychometric tests |
| 1. A strong sense of loyalty, integrity and enthusiasm | | x |  | Application, interview, psychometric tests |
| 1. Ambitious for the school and self | | x |  | Application, interview, references, psychometric tests |
| 1. Aspiration to Headship within three -four years | | x |  | Application, interview, psychometric tests |
| 1. Relentless optimism and solution focussed thinking | | x |  | Application, interview, task, references, psychometric tests |
| 1. Genuine concern for the welfare of staff and pupils | | x |  | Application, interview, references, psychometric tests |
| 1. A strong sense of professionalism, commitment to upholding standards and setting an appropriate example | | x |  | Application, interview, psychometric tests |
| **Key:**  **App = Application form**  **Test/Task= Test/Task**  **Int = Interview**  **Psychometric tests** | **Pres = Presentation**  **Med = Medical questionnaire**  **Doc = Documentary evidence (e.g. certificates)** | | | |

Last updated: January 2023