

Person Specification
Deputy Headteacher –Pastoral & Inclusion

Personal attributes required based on Job Description <i>Essential requirements are those without which an applicant will not be considered for appointment.</i>	Essential (E) or Desirable (D) Criteria
Qualifications <ol style="list-style-type: none"> 1. Qualified Teacher Status 2. Qualified to degree level 3. Relevant post-graduate qualification in education or leadership/management. 4. Have evidence of undergoing sufficient safeguarding and child protection training. 	 E E D E
Experience <ol style="list-style-type: none"> 1. Recent experience in a senior leadership role or undertaking an additional teaching and learning responsibility in a primary/secondary school. 2. Track record of delivering and sustaining progressive improvements in achievement through the high-quality leadership of behaviour and attendance 3. Effective strategies for SEN, EMA and More Able Children provision 4. Working effectively with parents to safeguard pupils. 5. Thorough understanding of and commitment to inclusive education 6. Experience of implementing successful school-wide strategic projects that have supported school improvement objectives. 7. Experience of successful and robust staff management. 8. Experience of leading and managing high quality Alternative Provision. 9. Demonstrable experience of working in education within a challenging environment 10. Demonstrable experience of teaching a broad ability range of students. 	 E E E E E E E D D E
Knowledge <ol style="list-style-type: none"> 1. Excellent and current knowledge, understanding and passion in effective behaviour management approaches and implementation. 2. Demonstrate a sound knowledge of 'Keeping Children Safe in Education'. 3. Up to date knowledge of the General Data Protection Regulation and Safeguarding legislation. 4. Significant understanding of the responsibilities of a senior leader in promoting and safeguarding the welfare of students. 5. Full knowledge of the current Ofsted framework. 6. Excellent knowledge and understanding of the use of data and key performance indicators in determining benchmarks to set school targets. 7. Knowledge and understanding of current developments and best practice in SEN legislation and all aspects of inclusion and pastoral care 8. Knowledge of the range and types of interventions available. 	 E E E E E E E E

Skills and Abilities	
1. Ability to inspire and motivate staff, pupils and parents to achieve the aims of the school.	E
2. Excellent communication skills, both verbal and written, with the ability to negotiate and consult tactfully and effectively in order to achieve desirable outcomes.	E
3. Excellent ability to make well-judged decisions based upon accurate analysis and interpretation of appropriate data or information.	E
4. High level pro-active and creative thinking to anticipate issues, address problems and pursue opportunities.	E
5. Strong resilience to secure successful outcomes.	E
6. Readiness to seek and respond to advice and guidance.	E
7. Excellent collaborative working skills to perform effectively as part of wider teams.	E
8. Robust people management and leadership skills, to lead by example.	E
9. Determination to promote equality of opportunity throughout all aspects of academy life.	E
10. Ability to set, expect and monitor excellent standards.	E
11. Strong ability and drive to achieve challenging personal and organisational goals.	E
12. Excellent ability to independently plan, organise and prioritise a busy workload and support other staff in doing this.	E
13. The ability to work flexibly and respond to change on a daily basis.	E
14. The ability to demonstrate professional behaviour at all times, remaining calm in potentially sensitive or difficult situations.	E
15. The ability to achieve strong and positive working relationships and to use negotiation skills to achieve a successful outcome.	E
16. The ability to use Microsoft Office at an excellent level.	E
17. The ability to deal with matters confidentially and sensitively.	E
18. The ability to act as a role model to encourage and promote non-discriminatory behaviour and sustain strong equality and diversity in the workplace.	E
19. The ability to work as an effective team leader and ensure the involvement and commitment of all team members.	E
20. Ability to use comparative data to inform school improvement, provision mapping and planning	E
21. Ability to use assessment data to report on the impact of pupil premium funding	E
22. Ability to lead and manage people to work effectively, both individually and in teams	E
23. Produce and update CAF forms, EHC plans and other statutory safeguarding documents	E
24. The ability to work with confidence and consistency to maintain trust and assurance in the reputation of the school and KAT.	E
Personal Qualities	
The successful candidate will be:	
1. Confident in a leadership role.	E
2. Committed to protecting the welfare of pupils.	E
3. Dedicated to promoting their professional development, and that of others.	E
4. Able to promote good behaviour consistently.	E
5. Able to plan and take control of situations.	E
6. Committed to contributing to the wider school and its community.	E
7. Able to effectively promote the school's ethos and vision.	E

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8.	Capable of handling a demanding workload and successfully prioritising work.	E
9.	Professionally assertive and clear thinking.	E
10.	Able to work flexibly, attending morning and evening meetings, in addition to managing a demanding workload.	E