**Riverside School Deputy Headteacher**

**Person Specification**

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| **Qualifications** | Essential | Desirable |
| Qualified Teacher Status | ✓ |  |
| Leadership and management training or other qualifications |  | ✓ |
| A further qualification in the SEND field |  | ✓ |
| Evidence of additional educational qualifications |  | ✓ |
| **Experience** | | |
| At least 5 years successful teaching experience (special or mainstream) | ✓ |  |
| Successful experience of teaching students with SEND | ✓ |  |
| Experience of working with school governors involving areas of professional interest |  | ✓ |
| Experience of working in partnership with, and developing links with the local community to enhance the life chances of SEND students |  | ✓ |
| **Leadership** | | |
| Ability to think strategically and share, promote and realise the school aims, vision and culture | ✓ |  |
| An understanding of how to introduce and sustain organisational change and development, including teaching and learning | ✓ |  |
| An understanding and successful experience of leading curriculum development initiatives across a school |  | ✓ |
| Ability to lead the Senior Management Team in the development and delivery of the School Improvement Plan (SIP) |  | ✓ |
| A positive, creative and confident approach to leading staff and addressing problems and challenges | ✓ |  |
| An ability to implement an effective model for Continuing Professional Development (CPD) of teachers and support staff, linked to the SIP |  | ✓ |
| Strong interpersonal skills with the ability to inspire, challenge and motivate others to attain high standards | ✓ |  |
| **Management** | | |
| Ensure that robust systems are fully embedded in the school’s planning cycles for monitoring and analysing student progress so that all students make expected or better progress. | ✓ |  |
| Experience of successful performance appraisal of staff | ✓ |  |
| Experience of effective working with a range of service providers e.g. health, social care |  | ✓ |
| Ability to lead staff on strategic development projects | ✓ |  |
| **Professional Knowledge and Understanding** | | |
| A commitment to the safeguarding of all the school’s students and an understanding of the arrangements and procedures required to achieve effective safeguarding | ✓ |  |
| The ability to develop and sustain successful relationships with SEND students | ✓ |  |
| Knowledge and experience of successfully managing challenging behaviour | ✓ |  |
| Knowledge of current educational issues, legislation and national policies in the SEND field | ✓ |  |
| Knowledge and understanding of at least one communication system used with SEND students |  | ✓ |
| Knowledge and understanding of the sensory needs of students with complex disabilities |  | ✓ |
| Commitment to valuing and promoting students’ active and inclusive engagement with wider society | ✓ |  |
| **Personal and Professional Qualities and Attributes** | | |
| Commitment to working in the field of SEND, striving for innovation and best practice | ✓ |  |
| A capacity to understand and empathise with parents who have children at the school with a range of SEND | ✓ |  |
| Ability to be flexible and take on new challenges | ✓ |  |
| Ability to maintain a professional attitude at all times, in all situations with a solution-focused approach | ✓ |  |
| Motivation to work in partnership and network beyond the school community | ✓ |  |