# Shaftesbury High School

# Person Specification: Deputy Headteacher

### Person Specification and Personal Statement

A candidate will only be considered for shortlisting and move forward in the remaining person specification criteria if they meet **the essential criteria** of the Qualifications, Knowledge and Experience and Professional Development sections. It is important to provide examples using the STAR acronym (**s**ituation, **t**ask, **a**ction, **r**esult) relating to the person specification criteria.

Ensure to evidence additional aspects such as training, qualifications together with your background and experience within the personal statement.

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| **Criteria** | **Essential or Desirable** |
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| Qualified Teacher Status | E |
| Degree or Equivalent | E |
| Successful teaching of pupils with Learning Difficulties, Autism and/or Speech Language & Communication needs | E |
| Recent successful senior leadership experience within a relevant setting | E |
| Secure knowledge of the SEND Code of Practice and related current legislation, as well as more recent developments | E |
| Knowledge and ability to improve outcomes across the school for pupils with a range of needs and abilities | E |
| Additional qualifications in relevant approaches and strategies | D |
| Evidence of appropriate and recent professional career  development | E |
| NPQSL qualification | D |
| Evidence of a personal commitment to lifelong learning | E |
| Understanding of Behaviour for Learning | E |
| Ability to articulate a clear vision to a range of  stakeholders | E |
| Proven record of inspiring, enabling and motivating others  to succeed in an inclusive environment | E |
| Ability to delegate and effectively achieve objectives and provide development opportunities for staff | E |
| Demonstration of excellent communication skills,  including written and verbal communication | E |
| Ability to build effective relationships with staff, families, governors and the wider school community | E |
| Success in establishing and maintaining teams and  supporting multi-agency practice | E |
| Active involvement in effective school self-evaluation and  development planning | D |
| Knowledge and experience of working with children with  SEND | E |
| Successful track record of developing staff through  effective performance management | E |
| Commitment to developing practices that support staff  wellbeing | E |
| Experience of implementing a strategic plan across a whole setting, identifying priorities and evaluating the  impact | E |
| Experience of leading change effectively and successfully | E |
| Commitment to safeguarding, child protection and to  promoting health & safety and the wellbeing of pupils | E |
| Ability to demonstrate a clear understanding of what is appropriate and inappropriate professional practice towards pupils | E |
| A knowledge and ability to work with students with ASD | E |
| The knowledge to lead pedagogical development for students with ASD. | E |
| The knowledge and skills to support the Head of English as a reading lead. | D |
| Experience of arranging and leading trips and residential trips | E |
| Passion for the education of children with SEND | E |
| Evidence of leading with integrity and demonstrating resilience, whilst also showing compassion in dealing with complex issues | E |
| Adaptable leadership style | E |
| Evidence of being pro-active, self-motivated, organised and able to manage own time and resources well, often under pressure. | E |