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**Deputy Headteacher – Person Specification**

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| **SELECTION CRITERIA** | **Essential**  | **Desirable** | **Measured by Application AP, Presentation P,** **Interview I** |
| **QUALIFICATIONS AND TRAINING**  |  |  |
| * Qualified Teacher Status (QTS)
 | √ |  | AP |
| * Educated to degree level or equivalent
 | √ |  | AP |
| * Evidence of being an outstanding teacher
 | √ |  | AP |
| * Evidence of continuing professional development
 | √ |  | AP |
| * Other relevant Professional Qualifications
 |  | √ | AP |
| * L3 Safeguarding training (training offered)
 |  | √ | AP |
| * Good understanding of how individuals with a range of SEND learn, engage and develop
 | √ |  | AP |
| * Evidence of strong pupil centred vision and values
 | √ |  | AP P I |
| * Good knowledge of what the characteristics of an effective school are and successful strategies for improving outcomes
 | √ |  | AP P I |
| * Good knowledge of current educational initiatives and practice (national and local)
 | √ |  | I |
| **EXPERIENCE** |  |  |
| * Recent and relevant experience as an effective Senior Leader
 | √ |  | AP |
| * Recent evidence of leading a significant initiative at a strategic level
 | √ |  | AP I |
| * Evidence of commitment to a culture where all staff are motivated and feel supported
 | √ |  | AP I |
| * Evidence of multi-disciplinary working
 | √ |  | AP  |
| * Evidence of successful work with parents, carers, Governors and the wider community
 | √ | √ | AP I  |
| * Experience in identifying emerging talents, coaching individuals, leading to clear succession planning
 |  | √ | AP  |

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| **SELECTION CRITERIA** | **Essential**  | **Desirable** | **Measured by Application AP, Presentation P,** **Interview I** |
| **INDIVIDUAL ABILITY AND QUALITIES**  |  |  |
| * Capacity to work individually or as part of a team to influence change
 | √ |  | AP  |
| * Clear understanding of successful strategies for improving the quality of provision and pupils’ progress
 | √ |  | AP P I |
| * Clear commitment to high expectations for children and young people’s learning and achievement
 | √ |  | AP P I  |
| * A good understanding of the features of high-quality practice for supporting children young people with learning difficulties and disabilities
 | √ |  | AP I  |
| * Ability to manage difficult situations and to problem solve calmly and confidently
 | √ |  | AP I  |
| * Good written and communication skills
 | √ |  | AP P I  |
| * Good interpersonal skills with pupils and adults
 | √ |  | AP  |
| * Good planning, organisational and management skills with the ability to meet deadlines
 | √ |  | AP I  |
| * In-depth knowledge and understanding of The SEND Code of Practice
 | √ |  | AP I  |
| * In-depth knowledge and understanding of local further education and employment opportunities for young people with SEND
 |  |  | AP I |
| * The ability to inspire, motivate and empower others
 | √ |  | AP I  |
| * Emotional resilience
 | √ |  | P I  |
| * A clear understanding of personal strengths and weaknesses and a flexible approach to team work
 | √ |  | AP I  |
| * A high level of professionalism and integrity
 | √ |  | P I  |
| * A keen sense of humour and general positive approach
 | √ |  | AP P I |

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