



PERSON SPECIFICATION FOR DEPUTY HEADTEACHER

Assessed from:

1= Written Application 2= Interview/Tests 3= Documentary evidence

Appointment Criteria	Essential / Desirable	Assessed from
Qualifications and Training:		
Qualified Teacher Status	E	1,3
National Professional Qualification of Headship (NPQH)	D	1,3
Further qualification in a related area e.g. MEd, MA, MBA	D	1,3
Experience:		
At least 3 years senior leadership experience in a special needs provision	D	1,3
Experience of working with students with a range of type and degree of SEN	E	1,3
Successful teaching experience within a special needs setting	E	1,2
Experience of secondary / secondary special education	D	1,2
Curriculum leadership in one or more subjects	D	1,2
Experience of supporting students with social and emotional difficulties	E	1,2,3
Experience of using positive behaviour management strategies	E	1,2,3
Experience of working with other non-educational agencies in supporting students with SEN	E	1,2,3
Experience of being a Deputy Designated Safeguarding Lead	E	1,2,3
Experience of leading child protection and safeguarding as the person responsible	D	1,2
Professional Development:		
Evidence of continuing professional development relating to wider school initiative	E	1,3
Evidence of CPD relating to SEN and the special school curriculum in particular	E	1,3
Ability to identify own learning needs and to support others in identifying their learning needs	E	1,2
Extended professional development through designated or award bearing courses in management e.g. NPQ	D	1,3
Specific knowledge and training related specific areas of special educational needs e.g. visually impaired, autism, profound multiple learning difficulties	D	1,2,3
Experience of leading/coordinating professional development opportunities	D	1,2
Experience of working with other schools organisations	D	1,2
Willingness to undertake any training to fulfil the role	E	1,2
Strategic leadership:		
Ability to articulate and share a vision of successful special education	E	1,2
Evidence of having successfully translated vision into reality at whole-school level	E	1,2
Ability to inspire and motivate staff, students, parents and governors	E	1,2
Evidence of successful planning, implementation, monitoring and evaluation of development strategies	E	1,2
Ability to analyse data, develop strategic plans, set targets and monitor and evaluate progress towards these	E	1,2
Knowledge of what constitutes quality in educational provision, the characteristics of effective schools and strategies for raising the achievement of all students	E	1,2
Knowledge of the statutory framework for education, the SEN Code of Practice and related statutory regulations and other relevant legislation	E	1,2
Learning and teaching:		



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Experience of a range of successful learning and teaching strategies	E	1,2
A secure understanding of assessment strategies and the use of assessment to inform the next stages of learning	E	1,2
Experience of effective monitoring of learning and teaching	E	1,2
A secure understanding of the requirements of the National Curriculum, PfA, 14-19 Foundation Learning including as a whole and to students' learning and development needs.	E	1,2
Secure knowledge of statutory requirements relating to the curriculum and assessment	E	1,2
Understanding of the characteristics of an effective learning environment and the key elements of successful behaviour management	E	1,2
Experience of developing Post-16 and / or 19-25 provision	D	1,2
Leading and Managing staff:		
Experience of working in and leading staff teams	E	1,2
Ability to delegate work and support colleagues in undertaking responsibilities	E	1,2
Experience of appraisal and supporting the continuing professional development of colleagues	E	1,2
Experience of coaching / mentoring staff to maximise their potential	E	1,2
Experience of working with governors to enable them to fulfil whole-school responsibilities	D	1,2
Successful involvement in staff recruitment, appointment and induction	D	1,2
Experience of effective budget planning and resource deployment	D	1,2
Accountability:		
Ability to communicate effectively, orally and in writing to a range of audiences – staff, students, parents and governors	E	1,2
Ability to provide clear information and advice to staff and governors	E	1,2
Secure understanding of strategies for performance measurement and management	E	1,2
Experience of whole-school self-evaluation strategies	D	1,2
Skills, Qualities and Abilities:		
High quality teaching skills	E	1,2
High expectations of students' learning and attainment	E	1,2
Strong commitment to school improvement and raising achievement for all students	E	1,2
Ability to build and maintain good relationships	E	1,2
Ability to remain positive and enthusiastic when working under pressure	E	1,2
Ability to organise work, prioritise tasks, make decisions and manage time effectively	E	1,2
Empathy with children and young people	E	1,2
Ability to lead a team and be a team member	E	1,2
To maintain a sense of humour and positive perspective	E	1,2