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| large colour.jpg | **THE WYVERN SCHOOL**  **PERSON SPECIFICATION: DEPUTY HEAD TEACHER** |

*The Wyvern School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.*

**PERSONAL SPECIFICATION**

**PROFILE OF DEPUTY HEAD TEACHER**

**REQUIREMENTS OF THE POST**

The Appointing Panel will seek to appoint someone who:   
  
**Personal Qualities**

* Commitment to developing SEND practice
* is very well organised.
* has the ability to work within a team to get things done.
* is flexible, approachable and resilient under pressure.
* has effective oral and written communication skills.
* has a positive, forward thinking, outlook and a sense of humour.
* is able to work under pressure, often to meet a number of competing. and urgent demands.
* is able to deal sensitively with people and resolve conflicts.
* has the ability to motivate, and develop, pupils and staff.
* has the skill and willingness to adapt quickly to the needs of a situation and a variety of demands with the ability to change tactics when necessary, and effectively manage new development.
* has stamina, energy and drive to succeed and is able to support others to succeed.
* has the ability to lead, to secure a commitment to a clear vision and to command respect.
* is able to distribute responsibility and delegate tasks, monitor delegation, set high standards and provide a focus for improvement.
* can manage and develop a strong, multi-disciplinary team of experienced teaching and support staff with a wide range of expertise and experience in special education.
* can recognise and value the contributions of the whole school community, identifying individual talents and experiences, managing and motivating effectively.
* will successfully foster a culture in which staff, pupils and parents feel confident that they can raise issues/concerns relating to the welfare or safety of children.
* is personally, and professionally, committed to equality and social inclusion.

**Knowledge and Skills**

The successful candidate will be able to:

* understand and recognise the characteristics of an effective school.
* set and meet appropriate and challenging targets for the school and for children.
* demonstrate the ability to think analytically and set clear expectations.
* demonstrate a clear pattern of personal and professional development in the course of their career, to date. This may include an advanced qualification.
* be fully conversant with recent developments in special education and will be aware of the impact and implications of recent legislation.
* effect and manage change in a school and to monitor and evaluate its impact.
* demonstrate a good understanding of School Improvement Planning.
* critically and logically analyse and interpret data, and be able to use the interpretation to develop positive action plans.
* is able to collaborate and work closely with governors, parents and personnel representing a wide range of professional agencies.
* demonstrate a practical understanding of effective teaching and learning strategies.
* show an understanding of actions to be taken to promote racial harmony and prepare pupils to live in a culturally diverse society.
* understand the planning of the National Curriculum, including assessment, recording and reporting.
* understand the role which can be played by parents and the community in raising standards.
* show a commitment to the development of all staff, teaching and support staff.
* be aware of the current OFSTED requirements and who is familiar with the current framework for the inspection of schools.
* demonstrate awareness of current developments in education and the implications of these.

**Qualifications, Training and Experience:**

The post requires that the successful candidate has:

* Qualified Teacher Status.
* recent, relevant in-service training in current educational practice, including leadership.
* evidence of a track record of success as an outstanding classroom practitioner together with a thorough knowledge of practice in special and mainstream schools.
* significant experience as Senior Manager/ Leader in a broadly similar type of school.
* experience in the leadership and management of the curriculum, leading to development and implementation.
* taught in a range of schools/colleges and is able to draw from a depth. and range of experience.
* sound experience of curriculum leadership across the school.
* experience of monitoring and evaluating teaching.
* evidence of motivation for working with children from a wide range of special educational needs.
* sound experience of organising and presenting information to meet a wide range of requirements.
* developed the necessary managerial, financial and administrative skills to enable him or her to contribute to the complex task of operating a school within the framework of a delegated budget.
* a broad awareness of how to set and the implications of managing a school budget.
* experience of working directly with parents to raise standards and involvement with the local community.
* experience and knowledge of managing behaviour, particularly through positive reinforcement strategies.
* understanding and experience of preventing racism.
* experience of playing a leading role in implementing a School Development Plan or Action Plan.
* evidence of actively involving staff, parents, Governors and the community, in the life and work of the school.
* experience of appointing and inducting staff and playing a leading role  
  in establishing a staff development programme.
* a level of competency in the use of ICT.
* recent experience of an OFSTED inspection and it’s follow up.
* a clear and demonstrable commitment to safeguarding and promoting the welfare of children.

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