

Head Teacher Person Specification

	Essential	Desirable	Evidenced by
Qualifications	<p>Qualified teacher status</p> <p>Degree, a recognised teaching qualification (e.g. PGCE) or alternative route into teaching</p> <p>BSL level 2 qualification or equivalent practical experience or willingness to achieve</p> <p>Evidence of further professional development in the field of SEND</p>	<p>National professional qualification for Head Teachers (NPQH)</p> <p>Experience of working with the Deaf community</p> <p>Teacher of the Deaf qualification</p> <p>Additional SEND qualifications</p> <p>Safer recruitment qualification</p> <p>BSL as a first language</p>	<p>Application</p> <p>References</p> <p>Interview</p> <p>Certificates</p>
Experience, Knowledge and Aptitude	<p>Proven strong leadership.</p> <p>Evidence of successful senior / middle leadership and management experience in a special school or similar educational setting</p> <p>Successful teaching experience in a special needs setting</p> <p>Experience of working with students with a range of communication needs</p> <p>Involvement in school self-evaluation and development planning or those of a similar educational setting</p> <p>Demonstrable experience of successful line management and staff development</p> <p>Experience of Safeguarding leadership as DSL or Deputy</p> <p>Experience and evidence of building relationships with stakeholders and non-educational agencies.</p> <p>Experience and evidence of project management including all aspects of process development and execution.</p> <p>Experience and evidence of effectively managing a local budget and resources.</p>	<p>Knowledge of the National Minimum Standards for Care framework.</p> <p>Experience of managing change and developing a setting</p> <p>Experience of working in a residential school or similar setting</p> <p>Lived experience in the Deaf Community</p> <p>Experience of implementation of Health and safety procedures</p> <p>Experience and evidence of liaison and negotiation with local authorities</p> <p>Experience of working with governors/trustees to assist them to fulfil whole-school responsibilities.</p> <p>Involvement in staff recruitment, appointment and induction.</p> <p>Extended professional development through designated or award bearing courses in leadership and/or management.</p> <p>Evidence of continued professional development specifically relating to education of deaf pupils.</p>	<p>Application</p> <p>References</p> <p>Interview</p>

	<p>Evidence of continuing professional development relating to school leadership, management and curriculum development.</p> <p>Evidence of continued professional development relating to SEN in particular.</p> <p>Ability to identify own learning needs and to support others in identifying their learning needs.</p> <p>Experience of working in, and leading, staff teams.</p> <p>Ability to delegate work and support colleagues in undertaking responsibilities.</p> <p>Experience of appraisal, performance management and supporting continuing professional development of staff.</p>	<p>Experience of working collaboratively with other schools/organisations.</p> <p>Experience of leading/coordinating professional development opportunities.</p>	
Communication	<p>Experience and evidence of effective communication to a range of audiences.</p> <p>Experience and evidence of report writing and presentations.</p> <p>Ability to provide clear information and advice to staff, governors and trustees.</p> <p>Ability to communicate effectively using BSL</p>		<p>Application</p> <p>References</p> <p>Interview</p>
Strategic Leadership	<p>Ability to articulate and share a vision of successful special education.</p> <p>Secure understanding of strategies for performance measurement and management and experience of school self-review and target setting or those of a similar educational setting.</p> <p>Ability to inspire and motivate staff, students, parents, governors and Trustees and communicate with the Trustees/Governors.</p> <p>Evidence of successful planning, implementation, monitoring and evaluation of development projects.</p> <p>Ability to analyse data, develop strategic plans, set targets and monitor and evaluate progress.</p> <p>Knowledge of what constitutes quality in educational provision, the characteristics of effective schools/educational settings and</p>		<p>Application</p> <p>References</p> <p>Interview</p>

	<p>strategies for raising the achievement of all students.</p> <p>Experience and knowledge of Ofsted Inspection Framework</p> <p>Knowledge of the statutory framework for education, the SEN Code of Practice and related statutory regulations and other relevant legislation.</p> <p>Experience of introducing and managing major organisational change, together with the requisite skills to deliver this effectively, whilst minimising disruption and maintaining confidence and standards.</p> <p>Ability to promote the school and build a strong reputation nationally</p> <p>An understanding of the requirements of the new National Curriculum and 14-19 framework in relation to the curriculum as a whole and to students' learning and development needs.</p>		
Skills, Qualities and Abilities	<p>An understanding of Deaf culture.</p> <p>High quality communication skills.</p> <p>High expectations of students' learning and attainment.</p> <p>Strong commitment to school improvement and raising achievement for all students.</p> <p>Ability to organise work, prioritise tasks, make decisions and manage time effectively.</p> <p>A commitment to equal opportunities and anti-discriminatory practices.</p> <p>Strong presentation and communication skills</p> <p>Effective communication and interpersonal skills</p> <p>Ability to communicate a vision and inspire others</p> <p>Ability to develop and maintain key relationships and build effective working relationships</p>	<p>An understanding of, and empathy with, the particular needs of deaf young people with emotional, social and behavioural needs.</p> <p>The ability to develop new ideas and translate into action</p>	<p>Application</p> <p>References</p> <p>Interview</p>

	<p>Ability to negotiate with other stakeholders</p> <p>High standards of personal conduct, credibility, honesty and integrity that inspires loyalty and trust.</p> <p>Ability to use own initiative and be self-motivated, and to work independently and as part of a team and have good organisational skills.</p> <p>Strong analytical skills: Data analysis skills, and the ability to use data to set targets and identify weaknesses</p> <p>Understanding of high-quality teaching based on evidence, and the ability to model this for others and support others to improve</p> <p>Demonstrate a positive attitude , drive and adaptability to changing situations Ability to organise work, prioritise tasks, make decisions and manage time effectively.</p> <p>Experience and evidence which illustrates self-motivation and use of initiative.</p> <p>Ability to learn and apply new technologies with appropriate training.</p> <p>Ability to maintain confidentiality and act with discretion and tact at all levels of contact.</p>		
Additional factors	<p>Commitment to uphold the 7 principles of public life (the Nolan principles) at all times</p> <p>A commitment to getting the best outcomes for all students and promoting the ethos and values of the school</p> <p>Commitment to safeguarding and equality, ensuring that personal beliefs are not expressed in ways that exploit the position</p>	Full, current and clean Driving licence	<p>Application</p> <p>References</p> <p>Interview</p>