

**Hill Top School**  
**Deputy HEAD- PERSON SPECIFICATION**

	<b>ESSENTIAL</b>	<b>DESIRABLE</b>
<b>QUALIFICATIONS</b>	<ol style="list-style-type: none"> <li>1. Qualified Teacher Status</li> <li>2. Evidence of continuing professional development relating to school leadership and curriculum development</li> </ol>	<ul style="list-style-type: none"> <li>• Evidence of further study in special educational needs</li> <li>• Qualification in leadership- e.g. NPQML/NPQSL</li> </ul>
<b>EXPERIENCE</b> Recent and successful experience of:	<ol style="list-style-type: none"> <li>3. At least 3 years' experience as a senior teacher/AHT in a special needs environment</li> <li>4. Teaching in a special needs environment</li> <li>5. Having a significant positive impact on standards and pupil progress</li> <li>6. Tracking pupil progress highlighting areas of concern, planning interventions and ensuring these actions have a positive impact on attainment and progress</li> <li>7. Experience of delivering training to staff</li> <li>8. Managed a team to achieve best outcomes for young people</li> </ol>	<ul style="list-style-type: none"> <li>• Working with governors and the wider community</li> <li>• Working with other agencies for the well-being of all pupils and their families</li> <li>• Managing a delegated budget</li> <li>• Performance management – team leader for teachers or teaching assistants</li> </ul>
<b>KNOWLEDGE</b> Understanding of:	<ol style="list-style-type: none"> <li>9. Principles for the development of effective teaching practice</li> <li>10. Strategies for raising standards of achievement for all pupils</li> <li>11. Strategies to develop partnership with parents and enhance community links</li> <li>12. Knowledge of curriculum development</li> <li>13. The range of data (whether school, LA, national) available for the evaluation and improvement of school performance and how to share this in an accessible way with staff, governors and parents</li> <li>14. Child protection policy and procedures</li> <li>15. Health &amp; safety in schools</li> </ol>	<ul style="list-style-type: none"> <li>• The legislative framework for the school's work, including governance, curriculum and inspection frameworks and the requirements for statutory assessment</li> <li>• Strategies to develop collaborative work with other schools</li> <li>• Writing a variety of risk assessments (individual and whole school)</li> <li>• Evolve system</li> <li>• Principles of school self-evaluation and strategies for planning school improvement</li> <li>• Team Teach</li> </ul>
<b>PROFESSIONAL SKILLS</b> Ability to:	<ol style="list-style-type: none"> <li>16. Inspire, motivate and challenge staff, pupils and others to carry the school vision forward, attain high goals and improve performance</li> <li>17. Foster good teamwork</li> <li>18. Monitor and evaluate the performance of people and policies</li> <li>19. Maintain positive relationships with the Governing Body, external agencies, the LA, other schools and parents</li> <li>20. Work effectively within the federation</li> </ol>	<ul style="list-style-type: none"> <li>• Demonstrate exemplary teaching practice.</li> <li>• Foster links with other schools; locally, nationally and internationally</li> </ul>

<p><b>PERSONAL ATTRIBUTES</b> Evidence of:</p>	<ul style="list-style-type: none"><li>21. Creative thinking and a vision for the future</li><li>22. The ability to relate constructively to others and to inspire confidence, commitment and respect from others</li><li>23. The ability to prioritise, plan and organise self and others</li><li>24. The capacity to communicate effectively with a variety of audiences and in a variety of styles</li><li>25. Resilience</li><li>26. Good sense of humour</li></ul>	
--	--	--