

<b>Deputy Headteacher Person Specification</b>			
<b>Education and Training</b>			
<b>Essential Criteria</b>		<b>Desirable Criteria</b>	
Degree or equivalent		Leadership and/or Management Qualification to include NPQH	
Qualified teacher status		Recognised qualification in teaching children with VI or HI or MSI	
Special School teaching experience			
Recent and appropriate professional development			
<b>Knowledge</b>			
Secure knowledge and understanding of best practice and procedures for safeguarding children and young people		Knowledge and experience of family partnership delivery and development	
Knowledge of national education strategy and the significant policy context for special schools (e.g. Curriculum, Innovation, new Ofsted Framework and Child & Social Care Policy)			
Secure understanding of effective and efficient resource management			
In depth knowledge of the analysis and use of data to improve student performance			
Knowledge of EYFS, Key Stage 1 ,2, 3, 4 and 5 provision			
Successful experience of leading and motivating staff through collaboration and distributed leadership			
Evidence of effective performance ,monitoring, including the use of data to analyse performance, and contributing to the school self-evaluation process			
<b>Relevant Experience</b>			
<b>Essential Criteria</b>		<b>Desirable Criteria</b>	
Understand the importance of family partnership training.			
Evidence of working collaboratively to achieve innovation/service improvements			
Experience of supervising, mentoring, coaching and developing staff			
Management of a team in a complex environment			
Budget management and reporting			

Skills & Abilities			
Essential Criteria		Desirable Criteria	
Inspire, challenge, motivate and empower others			
Monitor and evaluate performance		Experience in developing personal resources to achieve objectives	
Ability to challenge poor performance appropriately			
Be able to represent the school, its needs and interests in a variety of settings, fostering collaborative partnerships through alliances and external developments			
Be committed to a school vision of excellence and equity which set high standards for all and welcomes the support of others to achieve it			
Ability to contribute to and communicate a clear vision and strategy			
Demonstrate a strong, collaborative and clear management style. Focused on solutions			
Show strong interpersonal skills and an understanding to build effective working relationships with a range of professionals and stakeholders			
Deliver high quality training to a range of audiences			
Have the capacity to be flexible, adaptable, and consistent, with the ability to work effectively under pressure			
Be able to take a positive, problem-solving approach to inclusion			
Demonstrate evidence of understanding the Principles of equality and putting equal opportunity into practice			
Be able to persevere with optimism in the face of difficulties and challenges, seeing possibilities and opportunities in challenging situations			
Facilitate and sustain effective working relationships with others			
Prove competence with ICT and fluency in using ICT skill in working practices			
Encourage and model effective relationships with parents, carers and other stakeholders			
Demonstrate evidence of commitment to, management competencies: <b>see Management Competencies below:</b>			

Management Competencies			
<p><b>Providing Direction</b></p> <p>Contribute to the development, and deliver the implementation, of operational plans for a range of specialist, professional teams providing services to a vulnerable and high need section of society. Improve organisational performance and service delivery across a complex area of issues and needs</p>			
<p><b>Managing Self and Personal Skills</b></p> <p>Develop and review personal resources to ensure performance objectives are achieved through leading a range of specialist professionals and services in a way which is consistent with Wandsworth Council's Sensory Support Service core values</p>			
<p><b>Using Resources</b></p> <p>Develop and implement plans (including development plans) regarding to the management of resources, including assets, ICT, finances and workforce planning in accordance with Wandsworth council's policies and procedures and a complex multi-disciplinary range of statutory legislation</p>			
<p><b>Facilitating Change</b></p> <p>Lead, plan and monitor change initiatives and innovation to ensure the Wandsworth Sensory Support Service improvements are achieved for a section of society that is vulnerable and has a complex range of need, in a service environment that is multi agency and will require a facilitation of fundamental change across multi professional, specialised teams promoting sustainability, marketability and succession planning</p>			
<p><b>Working with People</b></p> <p>To inspire, motivate and develop staff across a range of different professional disciplines so as ensure CYP and young adults, their families and carers, stakeholders, residents, members and users of the Service experience safe, efficient, appropriate and cost effective services. Engage and promote cross-service working within and outside of a Sensory Support Service and a Local Area, so as to meet the objectives of current legislation and the local offer for SI</p>			
<p><b>Achieving Results</b></p> <p>To ensure all aspects of operational delivery provide a child-focused, accessible and cost efficient service</p>			