

BOWDEN HOUSE SCHOOL

DEPUTY HEADTEACHER/HEAD of EDUCATION

PERSON SPECIFICATION

Criteria	Essential	Desirable	Evidence
Qualifications and Education	<ul style="list-style-type: none"> • Qualified Teacher Status • A degree or equivalent • Evidence of further professional development in special education 	<ul style="list-style-type: none"> • Qualification in special education • Graduate Status • Recognised Leadership experience 	<ul style="list-style-type: none"> • Application • Interview • Certificate
Experience	<ul style="list-style-type: none"> • Working in a specialised setting where students present with SEMH and challenging behaviours • Working alongside other school and professional staff to ensure robust moderation and sharing of good practice • Raising standards of literacy and numeracy in tandem with other staff by implementing appropriate intervention • Using class support strategies and monitoring/tracking impact • Managing and deploying staff • Analysis of SEN data for impact and to target support areas • Rigorous tracking providing detailed and accurate information to underpin and ensure a planned programme of professional development for all staff 	<ul style="list-style-type: none"> • Considerable experience of working as a class teacher with students with SEMH 	<ul style="list-style-type: none"> • Application/ Interview • Reference

	to ensure they meet the needs of individual students with SEMH		
Criteria	Essential	Desirable	Evidence
Teaching Experience	<p>Proven ability to :</p> <ul style="list-style-type: none"> • Set high expectations which inspire, motivate and challenge students • Promote good progress and outcomes • Demonstrate good subject and curriculum knowledge • Plan and teach well-structured lessons • Adapt teaching to respond to the strengths and needs of all students • Make accurate and productive use of assessment • Manage behaviour effectively to ensure a good and safe learning environment • Fulfil wider professional responsibilities • Communicate and work effectively in a multi-disciplinary school team including parents/carers and external agencies • Commitment to school-wide focus on student attainment 	<ul style="list-style-type: none"> • Evidence of having led whole school learning and teaching strategy • Demonstration of high expectations 	<ul style="list-style-type: none"> • Application/ Interview • References
Professional/ Personal Skills	<p>Proven ability to:</p> <ul style="list-style-type: none"> • Demonstrate and lead on outstanding classroom practice • Use assessment effectively to inform student progress and to analyse data to help the target setting process • Generate enthusiasm for new ideas in both students and staff • Inspire others with confidence 	<ul style="list-style-type: none"> • Of coaching and/or mentoring • In effectively resolving personnel issues 	<ul style="list-style-type: none"> • Application/ Interview • References

	<ul style="list-style-type: none"> • Communicate effectively to groups and individuals, orally and in writing • Resolve conflict through active listening and negotiation • Demonstrate a flexible approach and a willingness to listen to others • Provide advice and guidance to parents and carers in a positive and clear manner <p>Evidence of:</p> <ul style="list-style-type: none"> • Successful multi-agency and partnership working • Training and understanding of Safeguarding/Child Protection 		
Criteria	Essential	Desirable	Evidence
Leadership and Management	<ul style="list-style-type: none"> • Evidence of successful experience in a senior leadership and management role • Evidence of successful experience in developing initiatives and managing change • Evidence of effective contributions to Ofsted and Development Plans • Ability to analyse situations, prioritise and help to implement realistic solutions • Ability to establish and develop good relationships with all involved in the school. Commitment to the school's wider community. 	<ul style="list-style-type: none"> • Proven ability in leading a staff team • Completion of Safer Recruitment/Selection Training • Experience of recruiting and inducting staff • Effective liaison with Governors and a good understanding of their role 	<ul style="list-style-type: none"> • Application/ Interview/ • References
Knowledge	<ul style="list-style-type: none"> • Demonstrate a good level and understanding of ICT • Knowledge of how to deal with Safeguarding issues in school • Knowledge of the OFSTED Inspection Framework • Thorough knowledge of current educational issues, including SEND 	<ul style="list-style-type: none"> • Knowledge and experience of current good practice and development in special educational provision • Knowledge of successful practice in teaching students with SEMH • Behaviour Management 	<ul style="list-style-type: none"> • Application • Interview • References

	<ul style="list-style-type: none"> • legislation, guidance , Code of Practice and developments • Understand the planning of the National Curriculum and its application in a Special School, including assessment, recording and reporting • Know how to use a school's data to identify strengths and areas for development • Understand how to plan appropriate interventions • Behaviour management techniques for groups and individuals 	training	
Shaping the Future	<ul style="list-style-type: none"> • Demonstrate and communicate clear vision • Expectation of high achievement of all students • Evidence in understanding and commitment to equality of opportunity • Respect for students' individual differences • Commitment to parental partnership in education and developing links between school, home and the community. 		<ul style="list-style-type: none"> • Application • Interview
Criteria	Essential	Desirable	Evidence
Developing Self and Working with Others	<ul style="list-style-type: none"> • Excellent interpersonal skills • Commitment to one's own continuing professional development • Ability to work as part of a team • Ability to make and take decisions and set priorities • Able to gain and maintain the confidence and respect of colleagues, students, parents/carers and multi-disciplinary professionals • An ability to work in partnership with 	<ul style="list-style-type: none"> • Evidence of leading CPD for staff 	<ul style="list-style-type: none"> • Application • Interview • References

	<p>those agencies that work with the school</p> <ul style="list-style-type: none"> • Demonstrate energy, resilience and perseverance • Be confident and enthusiastic • Be reliable and have integrity 		
Securing Accountability	<ul style="list-style-type: none"> • Application of the need to delegate responsibility with accountability for area(s) of responsibility • Communicate and line manage staff teams effectively 		<ul style="list-style-type: none"> • Application • Interview • References
Strengthening Community	<ul style="list-style-type: none"> • An ability to establish and maintain positive partnerships with parents, students and communities • Awareness of the need to develop a school culture responsive to the nature of the school's community 	<ul style="list-style-type: none"> • Work in the wider community • Prepare to contribute to the local community 	<ul style="list-style-type: none"> • Application • Interview • Application • Interview
Other Requirements	<ul style="list-style-type: none"> • Positive recommendation from present employer • Satisfactory attendance record 		<ul style="list-style-type: none"> • Reference • Reference

The successful candidate will be expected to maintain a well-organised, creative, safe and friendly environment for living and learning and therefore enhance the ethos of the school. Candidates are asked to address as many of the person specifications as possible in their application.

Bowden House School is committed to the Safeguarding and Protection of Children. We appoint staff in positions of trust and it is our duty under Safer Recruitment & Selection to ensure that all appointed staff are fit to work with vulnerable children and young people. References and an Enhanced DBS clearance check that is satisfactory to us will be a condition of appointment.



Autumn Term 2022