

**ROCHDALE METROPOLITAN BOROUGH COUNCIL
PERSON SPECIFICATION**

POST: Deputy Headteacher – Redwood School

L15 – L19

Notes to Applicants:

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

The **Essential Criteria** are the qualifications, experience, skills or knowledge you **MUST SHOW YOU HAVE** to be considered for the job.

The **Desirable Criteria** are used to help decide between candidates who meet **ALL** the Essential Criteria.

The **How Identified** column shows how the Council will obtain the necessary information about you.

If the **How Identified** column says the **Application Form** next to an **Essential Criteria** or a **Desirable Criteria**, you **MUST** include in your application enough information to show **how** you meet this criteria. You should include examples from your paid or voluntary work.

	ESSENTIAL CRITERIA	HOW IDENTIFIED	DESIRABLE CRITERIA	HOW IDENTIFIED
Qualification and Career Development	<ul style="list-style-type: none"> • Qualified Teacher Status. • Graduate status • Evidence of sustained participation in INSET, especially school leadership and management programme or similar. 	Application form, Checking of Certificates and Interview.	<ul style="list-style-type: none"> • NPQH or place on NPQH. • Evidence of recent management development. • Higher degree qualification, Postgraduate SEN courses. Recognised management qualification 	Application form, checking of Certificates and Interview.
Experience	<ul style="list-style-type: none"> • Evidence of managing and working with pupils exhibiting a range of challenging or complex behaviours. • Significant classroom teaching experience with students with a range of needs • Knowledge of the principles behind the Early Help Agenda. 	Application form and Interview.	<ul style="list-style-type: none"> • Knowledge and experience of working with pupils with PMLD and SLD. • Experience of positive collaborative working with other schools • Experience of effective working with governors. 	Application Form.

	<ul style="list-style-type: none"> • Experience of school improvement leadership that has had significant impact on student outcomes as an individual project. • Experience of leading a significant area of school improvement and securing this by working with middle leaders and a wider range of school staff. • Evidence of school improvement leadership across the whole school that has driven forward improvements in teaching and learning for young people with additional needs or vulnerable children 		<ul style="list-style-type: none"> • Experience of a wider range of schools and other educational establishments. • Recent experience of Behaviour Management. 	
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	ESSENTIAL CRITERIA	HOW IDENTIFIED	DESIRABLE CRITERIA	HOW IDENTIFIED
Skills Knowledge and Abilities	<ul style="list-style-type: none"> • Knowledge of relevant Education Acts, Safeguarding and SEN Code of Practice. • Experience of OFSTED inspection and its follow up. • Awareness of current developments in Education and the implications of these. • Be committed to a Distributed Leadership model. • Understanding of conduct of appraisal management. • An ability to help to create, sustain and develop team working in the new school. • Commitment, enthusiasm and drive to achieve. • Support the Headteacher and display ability to lead and to manage change, showing empathy to colleagues. • Ability to work under pressure. • Ability to delegate to senior managers effectively. • Show a proven commitment to the development of all staff. • Demonstrate a flexible attitude and an innovative approach to work with the Head teacher in managing complex issues including school reorganization. 	Application Form and Interview.	<ul style="list-style-type: none"> • Experience of working with a variety of partnerships. • Experience of managing change. • A good sense of humour. • Experience of managing staff development. • Experience of Team Teach; Trainer qualification would be preferable. • Evidence of financial planning skills and budget control. 	Application Form.

	<ul style="list-style-type: none"> Evidence of school improvement planning. Ability to work with leadership teams of co-located school. 			
Curriculum	<ul style="list-style-type: none"> Knowledge, understanding and experience of management of the whole school curriculum to maximise opportunities for young people. Ability to take responsibility for the development of Teaching and Learning across the curriculum. Show proven ability in curriculum development. 	Application Form and Interview.	<ul style="list-style-type: none"> Knowledge of 14 – 19 Curriculum Planning. Knowledge of MLD, SLD, PMLD, ASD, PPD 	Application form

	ESSENTIAL CRITERIA	HOW IDENTIFIED	DESIRABLE CRITERIA	HOW IDENTIFIED
Curriculum	<ul style="list-style-type: none"> Have the ability to work with other stakeholders to monitor the curriculum and report on the standards achieved. Show a high expectation in all aspects of curriculum delivery. Demonstrate understanding and experience of all aspects of the effective management of pupils with a variety of complex learning needs. Ability to monitor target setting process and use data to analyse performance and set targets. Show an understanding of the needs for the school / community links with co-located school. Have the ability to promote the school. Experience of and commitment to involving parents in the education of their children. Demonstrate the ability to build and maintain effective partnership working with external agencies. 		<ul style="list-style-type: none"> Knowledge of the Assessment without levels agenda and impact measures. A current understanding of the landscape of assessment and progress within the SEND context. 	

Special Working Conditions	<ul style="list-style-type: none">• Willingness to support a range of out of school and community activities.• Attend and contribute to Governors meetings.• Respond to the needs and demands of the school which may include evenings and occasional weekends.			
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