**Head of Care**

**Person Specification**

|  |  |  |
| --- | --- | --- |
| **1. Qualifications and Knowledge** |  |  |
| **ESSENTIAL** | **DESIRABLE** |  |
| GCSE pass at or above Grade C in English Language and Mathematics (or equivalent)NVQ level 3 children/social care or equivalent BSL Level 2 or a commitment to gain this within 2 years | NVQ level 4 management, DiPSW or equivalentBSL Level 3 or aboveDesignated Lead for Safeguarding TrainingSafer Recruitment trainingBehaviour Management training |  |
| **2. Experience** |
| **ESSENTIAL** | **DESIRABLE** |  |
| Demonstrable experience of working effectively with vulnerable children/ young people in residential settings with a range of complex needsKnowledge of National Minimum Standards for Residential Special SchoolsExtensive experience of working effectively with the parents /carers of children / young peopleExperience of working in a multi-agency settingExperience of implementing health and safety procedures | Experience of managing a residential setting for students/ young people with a range of communication and medical needsExperience of working in a Deaf environmentExperience of working with young people with SENExperience of children’s services and Ofsted inspection processes and procedures |  |
| **3. Professional Development** |
| **ESSENTIAL** | **DESIRABLE** |  |
| Evidence of continuing professional development relating to managementAbility to identify own training needs and to support others in identifying their training needs  | Extended professional development through designated or award bearing courses  |  |
| **4. Strategic Leadership** |
| **ESSENTIAL** | **DESIRABLE** |  |
| Ability to articulate and share a vision of a successful special education and care provisionAbility to inspire and motivate staff, students, parents/ carers, governors and trusteesKnowledge of what constitutes quality in care provision and the characteristics of an effective residential school. | Experience of residential care self-review and target setting Evidence of successful planning, implementation, and monitoring and evaluation of development strategies |  |
| **5. Leading and Managing Staff**  |
| **ESSENTIAL** | **DESIRABLE** |  |
| Experience of working in and leading staff teamsAbility to delegate work and support colleagues in undertaking responsibilitiesExperience of effective budget planning and resource deployment. | Experience of working with governors to enable them to fulfil whole-school responsibilitiesInvolvement in staff recruitment, appointment and induction |  |
| **6. Accountability** |  |
| **ESSENTIAL** | **DESIRABLE** |  |
| Ability to communicate effectively, to a range of audiences – staff, students, parents/ carers, governors and trustees, and outside agenciesAbility to provide clear information and advice to staff, governorsAbility to write clear and concise reportsSecure understanding of strategies for performance measurement and management |  |  |
| **7. Skills, Qualities and Abilities** |
| **ESSENTIAL** | **DESIRABLE** |  |
| Empathy with children and young peopleHigh standards of personal conduct, credibility, honesty and integrity that inspires loyalty and trustAbility to build and maintain good working relationshipsAbility to remain positive and enthusiastic when working under pressureAbility to successfully drive change management Ability to resolve conflictAbility to organise work, prioritise tasks, make decisions and manage time effectivelyAbility to use IT effectively in communication and presentation of workA commitment to equal opportunities and anti-discriminatory practicesAn ability to work constructively with colleagues both internally and externallyExperience which illustrates self-motivation and use of initiativeAbility to respond to change in a positive wayAbility to support students educational, social and emotional developmentAbility to write reports and meet deadlinesAbility to work flexibly, including evenings and sleep insPositive attitude to Deaf people, their culture and languageEnhanced Disclosure and Barring Check |  |  |