**Head of Care**

**Person Specification**

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| **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 equivalent  BSL Level 3 or above  Designated Lead for Safeguarding Training  Safer Recruitment training  Behaviour Management training |  |
| **2. Experience** | | |
| **ESSENTIAL** | **DESIRABLE** |  |
| Demonstrable experience of working effectively with vulnerable children/ young people in residential settings with a range of complex needs  Knowledge of National Minimum Standards for Residential Special Schools  Extensive experience of working effectively with the parents /carers of children / young people  Experience of working in a multi-agency setting  Experience of implementing health and safety procedures | Experience of managing a residential setting for students/ young people with a range of communication and medical needs  Experience of working in a Deaf environment  Experience of working with young people with SEN  Experience of children’s services and Ofsted inspection processes and procedures |  |
| **3. Professional Development** | | |
| **ESSENTIAL** | **DESIRABLE** |  |
| Evidence of continuing professional development relating to management  Ability 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 provision  Ability to inspire and motivate staff, students, parents/ carers, governors and trustees  Knowledge 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 teams  Ability to delegate work and support colleagues in undertaking responsibilities  Experience of effective budget planning and resource deployment. | Experience of working with governors to enable them to fulfil whole-school responsibilities  Involvement 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 agencies  Ability to provide clear information and advice to staff, governors  Ability to write clear and concise reports  Secure understanding of strategies for performance measurement and management |  |  |
| **7. Skills, Qualities and Abilities** | | |
| **ESSENTIAL** | **DESIRABLE** |  |
| Empathy with children and young people  High standards of personal conduct, credibility, honesty and integrity that inspires loyalty and trust  Ability to build and maintain good working relationships  Ability to remain positive and enthusiastic when working under pressure  Ability to successfully drive change management  Ability to resolve conflict  Ability to organise work, prioritise tasks, make decisions and manage time effectively  Ability to use IT effectively in communication and presentation of work  A commitment to equal opportunities and anti-discriminatory practices  An ability to work constructively with colleagues both internally and externally  Experience which illustrates self-motivation and use of initiative  Ability to respond to change in a positive way  Ability to support students educational, social and emotional development  Ability to write reports and meet deadlines  Ability to work flexibly, including evenings and sleep ins  Positive attitude to Deaf people, their culture and language  Enhanced Disclosure and Barring Check |  |  |