## Head of Care

## Person Specification

|  |  |  |  |
| --- | --- | --- | --- |
| **No.** | **Categories** | **Essential/ Desirable** | **Assessed by\*** |
| **Education, Training and Professional Qualifications** | | | |
| 1 | BSL Level 2 or a commitment to gain this within 1 year | **E** | **A/I** |
| 2 | BSL Level 3 or above | **D** | **A/I** |
| 3 | GCSE pass at or above Grade C in English Language and Mathematics (or equivalent) | **E** | **A** |
| 4 | NVQ in Child/Social Care | **E** | **A** |
| 5 | Willingness to work towards achieving NVQ level 3 in Child/Social Care | **D** | **I** |
| 6 | NVQ level 4 in Management, DiPSW or equivalent | **D** | **A** |
| 7 | Designated Lead for Safeguarding Training | **D** | **A** |
| 8 | Safer Recruitment training | **D** | **A** |
| 9 | Behaviour Management training | **D** | **A** |
| **Experience** | | | |
| 10 | Proven experience of working effectively with vulnerable children/young people with a range of complex needs | **E** | **A/I** |
| 11 | Experience of working in a residential setting with a good background in Social Care | **E** | **A/I** |
| 12 | Extensive experience of working effectively with the parents/carers of children/young people | **E** | **A/I** |
| 13 | Experience of working in a multi-agency setting | **E** | **A** |
| 14 | Experience of implementing health and safety procedures | **E** | **A** |
| 15 | Experience of managing a residential setting for students/young people with a range of communication and medical needs | **D** | **A/I** |
| 16 | Experience of working in a Deaf environment | **D** | **A** |
| 17 | Experience of working with young people with SEN | **D** | **A/I/T** |
| 18 | Experience of children’s services and Ofsted inspection processes and procedures | **D** | **A/I** |
| **Professional Development** | | | |
| 19 | Evidence of continuing professional development relating to management | **E** | **A/I** |
| 20 | Ability to identify own training needs and to support others in identifying their training needs | **E** | **I** |
| 21 | Extended professional development through designated or award bearing courses | **D** | **A** |
| **Strategic Leadership** | | | |
| 22 | Ability to articulate and share a vision of a successful special education and care provision | **E** | **A/I** |
| 23 | Ability to inspire and motivate staff, students, parents/carers, governors, and trustees | **E** | **I** |
| 24 | Knowledge of what constitutes quality in care provision and the characteristics of an effective residential school | **E** | **I** |
| 25 | Experience of residential care self-review and target setting | **D** | **A/I** |
| 26 | Evidence of successful planning, implementation, and monitoring and evaluation of development strategies | **D** | **A/I** |
| **Leading and Managing Staff** | | | |
| 27 | Experience of working in and leading staff teams | **E** | **I/T** |
| 28 | Ability to delegate work and support colleagues in undertaking responsibilities | **E** | **I** |
| 29 | Experience of effective budget planning and resource deployment | **E** | **A/I** |
| 30 | Experience of working with governors to enable them to fulfil responsibilities across the whole school | **D** | **I** |
| 31 | Involvement in staff recruitment, appointment, and induction | **D** | **A/I** |
| 32 | Active participation within a Senior Leadership group and its strategic planning | **D** | **A/I** |
| **Accountability** | | | |
| 33 | Ability to communicate effectively with a range of audiences – staff, students, parents/carers, governors and trustees, and outside agencies | **E** | **I/T** |
| 34 | Ability to write clear and concise reports | **E** | **I/T** |
| 35 | Evident understanding of strategies for performance measurement and management | **E** | **A/I/T** |
| **Skills and Qualities** | | | |
| 36 | Ability to support students’ educational, social, and emotional development through empathy | **E** | **I/T** |
| 37 | A commitment to equal opportunities and anti-discriminatory practices | **E** | **I/T** |
| 38 | High standards of personal conduct, credibility, honesty, and integrity that inspires loyalty and trust | **E** | **I/T** |
| 39 | Ability to build and maintain good working relationships through constructive feedback and effective conflict resolution with colleagues both internally and externally | **E** | **I** |
| 40 | Ability to remain positive and enthusiastic when working under pressure | **E** | **I/T** |
| 41 | Ability to successfully drive change management | **E** | **A/I** |
| 42 | Ability to write reports and meet deadlines through successful implementation of organisation, prioritisation, and time-management skills | **E** | **A/I** |
| 43 | Ability to effectively use IT tools when communicating and presenting information | **E** | **A/I/T** |
| 44 | Experience which illustrates self-motivation and proactiveness | **E** | **I/T** |
| 45 | Ability to work flexibly, including evenings and sleep-ins | **E** | **I** |
| 46 | Positive attitude to Deaf people, their culture and language | **E** | **I/T** |

\*Assessed by: A – Application; I – Interview; T - Task