**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)Recognised professional qualification in caring for children such as NVQ level 3 children/social care or equivalent BSL Level 2 or a commitment to gain this within 2 yearsKnowledge of current legislation and policies in the area of SEN, disabilities and pupil inclusionSuccessful experience in developing and implementing policies to improve standards of care | 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 with young people with SENExperience of working in a multi-agency settingExperience of implementing health and safety proceduresUnderstanding and experience of securing the views of children and young people and their parents/carers to support their children's learningExperience of risk assessmentsExperience of demonstrating impact of provision on pupil outcomes | 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 pupils with complex additional needsExperience 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 provisionManagement of a team in a complex environmentAbility 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 monitoring medication administration | Experience of residential care self-review and target setting including stakeholder feedback and evaluation of service deliverEvidence 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.Evidence of working collaboratively to achieve innovation/service improvements | Experience of working with governors to enable them to fulfil whole-school responsibilitiesInvolvement in staff recruitment, appointment and inductionExperience of supervising, mentoring, coaching and developing staff |  |
| **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 reports and meet deadlinesSecure understanding of strategies for performance measurement and management |  |  |
| **7. Skills, Qualities and Abilities** |
| **ESSENTIAL** | **DESIRABLE** |  |
| Inspire, challenge, motivate and empower othersEmpathy with children and young peopleCommit individual team and service accountability for pupil learning outcomes - educational, social and emotional developmentHigh standards of personal conduct, credibility, honesty and integrity that inspires loyalty and trustShow strong interpersonal skills and an understanding to build effective working relationships with a range of professionals and stakeholdersAbility to remain positive and enthusiastic when working under pressureAbility to successfully drive change management Ability to resolve conflict where requiredAbility 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 practices demonstrating a positive attitude to Deaf people, their culture and languageExperience which illustrates self-motivation and use of initiativeAbility to respond to change in a positive wayAbility to work flexibly, including 2 evenings and sleep insEnhanced Disclosure and Barring Check | Ability to build and maintain good working relationships |  |