**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 years  Knowledge of current legislation and policies in the area of SEN, disabilities and pupil inclusion  Successful experience in developing and implementing policies to improve standards of care | 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 with young people with SEN  Experience of working in a multi-agency setting  Experience of implementing health and safety procedures  Understanding and experience of securing the views of children and young people and their parents/carers to support their children's learning  Experience of risk assessments  Experience 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 needs  Experience of working in a Deaf environment  Experience of working with pupils with complex additional needs  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  Management of a team in a complex environment  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 monitoring medication administration | Experience of residential care self-review and target setting including stakeholder feedback and evaluation of service deliver  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.  Evidence of working collaboratively to achieve innovation/service improvements | Experience of working with governors to enable them to fulfil whole-school responsibilities  Involvement in staff recruitment, appointment and induction  Experience 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 agencies  Ability to provide clear information and advice to staff, governors  Ability to write clear and concise reports and meet deadlines  Secure understanding of strategies for performance measurement and management |  |  |
| **7. Skills, Qualities and Abilities** | | |
| **ESSENTIAL** | **DESIRABLE** |  |
| Inspire, challenge, motivate and empower others  Empathy with children and young people  Commit individual team and service accountability for pupil learning outcomes - educational, social and emotional development  High standards of personal conduct, credibility, honesty and integrity that inspires loyalty and trust  Show strong interpersonal skills and an understanding to build effective working relationships with a range of professionals and stakeholders  Ability to remain positive and enthusiastic when working under pressure  Ability to successfully drive change management  Ability to resolve conflict where required  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 demonstrating a positive attitude to Deaf people, their culture and language  Experience which illustrates self-motivation and use of initiative  Ability to respond to change in a positive way  Ability to work flexibly, including 2 evenings and sleep ins  Enhanced Disclosure and Barring Check | Ability to build and maintain good working relationships |  |