

Headteacher Person Specification

| ESSENTIALS (Must Have) | DESIRABLE (Should Have) |
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| <p>Qualifications and Experiences:</p> <ul style="list-style-type: none"> ● Qualified Teacher Status ● NPQH ● Experience as a Head, Deputy Head or Assistant Head with experience of SEN pupils. ● Evidence of successful strategic leadership and management experience. ● Experience of setting whole school targets and monitoring performance in order to raise pupil achievement. ● Evidence of participation in the development of the curriculum including EYFS, National Curriculum and 14-19 Curriculum. | <p>Qualifications and Experiences:</p> <ul style="list-style-type: none"> ● Experience in developing use IEPs/Learning Maps and assessment. ● Experience of participation in the development of the curriculum to include life and independence skills for children with SEN. ● Proven experience of training and staff development. ● Track record of providing inspirational and strong collaborative leadership to staff. ● Worked in two or more schools. |
| <p>Knowledge and Skills:</p> <ul style="list-style-type: none"> ● Understanding and knowledge of budget issues. ● Knowledge and understanding of SLD, PMLD, ASD, all with complex needs. ● Up to date knowledge of local and national government initiatives and legislation. ● Relevant experience of personnel issues. ● Involvement in preparation of a SEF and engaging with an OFSTED inspection. ● Involvement in post OFSTED action planning. | <p>Knowledge and Skills:</p> <ul style="list-style-type: none"> ● Experience of premises management. |
| <p>The Self-Improving School System:</p> <ul style="list-style-type: none"> ● Demonstrate the ability to think strategically, build and communicate a coherent vision. ● Ability to inspire, challenge, motivate and lead staff by example to carry the vision forward. ● Clear understanding of the ethos and strategies required to establish consistently high expectations in outcomes, progress, attitudes and behaviour. ● Leads by example in order to promote the school's vision and values for the pupils and staff. | <p>The Self-Improving School System:</p> <ul style="list-style-type: none"> ● Experience of providing inspirational and strong leadership to teaching staff and working closely with Governors and parents/carers. |

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| <ul style="list-style-type: none"> Is committed to maintaining and further developing relationships with Governors, staff, pupils, parents/carers, the local authority and the community. Experience of working with others to create a positive, inclusive environment taking account of the school and its wider community. | |
| Systems, Processes & Management of Resources: <ul style="list-style-type: none"> Experience of sustained and effective performance management and target setting for staff. Is committed to ensuring that professional duties are fulfilled as specified in the School Teachers Pay and Conditions document. Knowledge of managing and overseeing the finances of a school. | Systems, Processes & Management of Resources: <ul style="list-style-type: none"> Experience of sustained and effective performance management and target setting of the senior leadership team. Experience of recruiting and selecting teaching and non-teaching staff. Experience of managing and overseeing the finances of a school. |
| Pupils: <ul style="list-style-type: none"> Experience of monitoring and evaluating teaching and learning. Is committed to the entitlement of all pupils to effective teaching and learning. Is committed to delivering a bespoke curriculum which is engaging to all pupils. Can demonstrate the use of appropriate data to monitor pupils' progress and identify areas for improvement. Experience of managing the curriculum in an innovative way to ensure that the needs of the pupils always comes first. Is committed to maintaining high expectations of behaviour and attendance for all pupils. Is committed to actively involving pupils in the decision making process. Is committed to ensuring the continuity progress and development of all pupils. Experience, training and understanding of Safeguarding and Prevent policies. | Pupils: <ul style="list-style-type: none"> Experience of working in partnership with parents/carers to support and improve pupils' achievement and personal development. Experience of liaising with external agencies concerned with the welfare of pupils and parents/carers |

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| <p>Self-Development and Working with Others:</p> <ul style="list-style-type: none"> ● Be able to demonstrate collaborative working with others to ensure effective staff inductions and professional development. ● Be able to work under pressure yet with a real awareness of a healthy work life balance for themselves and all members of staff. ● Ability to be self-motivating and manage own workload. ● Be able to accept support from others including colleagues and the Governing Body. ● Experience of reviewing the performance of staff, encouraging excellence and taking action when performance is unsatisfactory. ● Experience of planning and allocating work with clear delegation of tasks and responsibilities. ● Ability to create and maintain a culture where professional challenge themselves and focus on their own professional development. ● Committed to a strong parent/carers partnership. ● Experience of working alongside external agencies. | <p>Self-Development and Working with Others:</p> <ul style="list-style-type: none"> ● Experience of collaborating and building links with schools and organisations in the local community. ● Experience of developing projects and ideas with other SEN schools. ● Experience of building links with the local community via outreach activities. ● Experience of working alongside the local community. |
| <p>Personal Attributes:</p> <ul style="list-style-type: none"> ● Excellent Communication skills. ● Positive leadership qualities, with a proactive style of leadership. ● Enthusiastic team approach to management. ● Adaptable and versatile approach with the flexibility and enthusiasm to embrace change. ● Ability to relate to people at all levels. ● Caring and empathetic approach. ● Personal resilience. | <p>Personal Attributes:</p> <ul style="list-style-type: none"> ● Sense of humour. |