|  |
| --- |
| **Personal Specification – Headteacher** |
| **Criteria**  | **Measurement**  |
| **Training and Qualifications**  |
| First Degree or equivalent  | A |
| DfE recognised Qualified Teacher Status / Qualified Teacher Learning and Skills | A |
| Evidence of participation in recent and continuing professional development relevant to a senior leadership post | A |
| For a first headship, NPQH is desirable | A |
| Relevant post-graduate qualification | A |
| **Experience**  |
| Significant recent and relevant experience as a substantive Headteacher or deputy Headteacher  | A |
| Evidence of successful use of a range of monitoring and evaluation strategies to raise standards across the academy  | A,I,R |
| Experience of analysing and interpreting assessment data to ensure effective student progress, raise standards and achieve outstanding pupil outcomes | A,I,T |
| Evidence of managing, planning and organising major curriculum areas and driving innovations in teaching and learning | A,I |
| Experience of the application of new technologies to teaching, learning and management | I |
| Experience of safeguarding in relation to children and young people with complex special educational, social and emotional needs | A,I |
| Leadership and development of specialist programmes for young people with ASC / SCID behaviours  | A,I |
| Experience of complex problem solving in relation to students with ASC/SCID behaviours | A,I |
| Experience of successfully managing negative and challenging behaviour and helping young people to grow in confidence with a positive vision for the future | A,I,R |
| Experience of supporting all aspects of inclusion to successfully meet the needs of pupils with complex special education, social and emotional needs | A,I,R |
| Working with and securing the involvement of external partners and the local community in support of the pupils’ wider educational experience | A,I |
| Ability to work collaboratively with and reporting to Governors on all aspects of management including: budgetary responsibilities; staff performance, development and welfare; pupil outcomes and welfare; premises and health and safety; parent and community involvement  | A,I,R |
| **Knowledge** |
| Knowledge of features that constitute an outstanding school  | A, I |
| An understanding of the behaviours and qualities of a leader that can drive cultural change within an organisation | A, I |
| An understanding of the range of special needs, especially ASC and SCID | A,I,T |
| Wide knowledge of teaching, learning and assessment strategies and a willingness to accept new and/or innovative ideas. To promote outstanding learning and pupil progression. | A,I,T |
| An understanding of the role of the multiple agencies operating within the wider spectrum of Children’s Services | A,I,T |
| Knowledge of the current and relevant inspection frameworks for special schools | A,I |
| Knowledge of Teacher Standards and how to apply these to assess teacher performance and promote professional development of others | A,I,T |
| Understanding of child protection and safeguarding procedures in the context of the education of vulnerable students  | A,I,T |
| Knowledge of development planning and self-evaluation | A,I |
| **Skills and Abilities**  |
| Demonstrates a detailed understanding of what constitutes outstanding teaching and learning combined with the ability to lead and inspire staff to continually improve their own practise | A,I |
| Communicates effectively and regularly to drive a shared vision and ethos so that it impacts on day-to-day shared practise | A,I |
| Competent in the use of comparative data and performance indicators to establish benchmarks and set targets for improvements  | I |
| Engages parents in supporting children’s learning | A,I |
| Can articulate the key principals of budget management, financial responsibilities and reporting procedures | A,R |
| Understanding of equal opportunities and an commitment to promoting equality for pupils and staff  | I |
| Strategies for networking with local businesses, education partners and the wider community | A,I,R |
| The ability to motivate staff, students and the wider community and engage their active commitment to the Trust’s vision | I,R |
| **Personal Aptitudes** |
| Personal and professional resilience in the face of challenging situations  | A,I,R |
| Strong personal motivation and drive  | I,R |
| Self-motivated, productive, diligent and thorough | A,I,T |
| Demonstrates emotional self-awareness and self-control | A,I,T |
| Relentless energy and passion in pursuit of the vision, working collaboratively with colleagues to achieve collective goals  | A,I,T |
| High order analytical and problem solving skills and the ability to make informed judgements  | I,T |
| Commitment to an open collaborative style of management | I |
| Consults widely with colleagues on issues of tactical and operational importance but willing to take responsibility for key decisions | A,I |
| A good team member and leader with sensitivity and an understanding of when to lead, listen, motivate and delegate | A,I |
| Desire to fill the role of lead professional in developing classroom practise | I,R |
| Concern for the development of colleagues and members of the wider community | I |
| Commitment to own personal and professional development and that of all staff | A,I |
| Empathy with the needs of children | A,I,T |
| Displays a passion for the most vulnerable and a drive to redress injustice and remove barriers to learning  | A,I,T |
| A genuine enthusiasm for building the self-confidence and resilience of children and young people who have disengaged form a mainstream educational setting | I |
| Maintains appropriate relationships and personal boundaries with young people | I,R |
| Commitment to the safeguarding of vulnerable young people | I |
| A personal commitment to promoting inclusion, diversity and access | A,I |
| Excellent communication skills in a variety of media to a range of audiences including students, parents/carers, colleagues, external agencies and the wider community | A,I |
| The ability to project the school and the MAT in a positive way and establish it at the heart of its community | I |
| A commitment to the vision, values and aims of the Brunel SEN MAT.  | A,I  |