Person Specification for the post of Headteacher, Manor Green College

Section 1 - Qualifications

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| Criteria | Essential | Desirable |
| 1.1 Qualified teacher status. |  |  |
| 1.2 Evidence of further CPD or qualification in preparation for educational leadership. |  |  |
| 1.3 NPQH |  |  |

Section 2 – Strategic Direction and Development

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| Criteria | Essential | Desirable |
| 2.1. Ability to develop and articulate a clear educational vision and provide purpose, direction and leadership in its implementation |  |  |
| 2.2. Ability to develop policy, practice and culture in support of School aims and in line with statutory responsibilities |  |  |
| 2.3. Evidence of a contribution to the development and implementation of an ambitious evidence based School Improvement plan, using accurate self-evaluation information and student progress data.  |  |  |
| 2.4. An understanding and evidence of successful partnership with a Governing Body |  |  |

Section 3 – Professional Experience

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| Criteria | Essential | Desirable |
| 3.1 Evidence of successful substantive or acting senior leadership at headship or deputy headship level in a special or mainstream school  |  |  |
| 3.2 Evidence of experience working with at least two of the following: cognitive impairment, neurodevelopment difficulties (including speech & language and autism), sensory deficit, complex health needs, Social Emotional & Mental Health difficulties. |  |  |
| 3.3. Evidence of an excellent attitude to inclusion and equality of access, and direct experience of making a difference |  |  |
| 3.4. Evidence of managing challenging behaviour through the consistent application of a whole school behaviour policy and physical intervention as required.  |  |  |
| 3.5. Evidence of, and a demonstrable commitment to, safeguarding and promoting the welfare of all students, through development of school policy, and collaboration with other service professionals  |  |  |
| 3.6. Evidence of effective working with vulnerable families and with multi-agency teams to develop integrated programmes of support for children with a range of barriers to their learning  |  |  |
| 3.7. Evidence of successfully managing significant change within an organisation in a constructive and sensitive manner.  |  |  |
| 3.8. Evidence of successfully analysing data and drawing up improvement plans which are monitored and evaluated and result in measurable improvement.  |  |  |
| 3.9. Evidence of successfully developing and leading a fair and open workplace with a pervading culture of trust and respect, and an ability to manage conflict positively.  |  |  |
| 3.10. Evidence of successful management of staff performance including supervision, target setting and capability and / or conduct management procedures.  |  |  |
| 3.11. Evidence of successful collaborative working and the development of partnerships with colleagues in other schools and key stakeholders e.g. colleague head teachers, LA Officers, and the voluntary sector.  |  |  |

Section 4 – Leading Learning and Teaching

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| Criteria | Essential | Desirable |
| 4.1 Evidence of outstanding classroom practice.  |  |  |
| 4.2. A clear understanding of the components of good curriculum development for students with Learning Disabilities, in preparation for the world of work and life as valued members of the community.  |  |  |
| 4.3. Evidence of a deep understanding of how excellent planning and assessment contribute to outstanding outcomes for all students. |  |  |
| 4.4. Evidence of extensive and proven credibility amongst colleagues when monitoring the quality of teaching, learning and assessment and providing quality, developmental feedback to teachers. |  |  |
| 4.5. Evidence of driving continual improvement in progress and attainment outcomes for all students.  |  |  |
| 4.6. Evidence of creating effective education provision between P levels and GCSE for disadvantaged and vulnerable students as well as the more able.  |  |  |

Section 5 – Skills and Abilities

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| Criteria | Essential | Desirable |
| 5.1 Evidence of managing and monitoring budgets competently in conjunction with the SBM, setting financial priorities, and obtaining best value.  |  |  |
| 5.2 Evidence of effective deployment of human and financial resources to develop and sustain an innovative and personalised curriculum.  |  |  |
| 5.3 Ability to develop leadership capacity and skills within teams and individuals, and so plan sustainable leadership succession.  |  |  |
| 5.4 Ability to work under pressure, determine priorities and meet deadlines.  |  |  |
| 5.5 Ability to show respect and empathy at all times in order to work effectively in partnership with parents. |  |  |
| 5.6 Ability to communicate and convey information for differing purposes, using a variety of media and IT to ensure positive audience engagement and understanding  |  |  |
| 5.7 Ability to display a solution focussed, positive approach to challenges.  |  |  |

Section 6 – Knowledge

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| Criteria | Essential | Desirable |
| 6.1. A deep understanding of the impact of Speech, Language and Communication difficulties and its impact on personal development. |  |  |
| 6.2. An understanding of the impact of anxiety on behaviour and the need to address fear of failure and personalise the implementation of a consistent whole school behaviour policy. |  |  |
| 6.3. A deep understanding of neurodevelopmental difficulties and the impact on learning, emotional development and social integration. |  |  |
| 6.4. A sound knowledge and understanding of the barriers to learning and inclusion experienced by pupils with Learning Disabilities, and of the range of improvement strategies which accelerate progress rates and close gaps for disadvantaged pupils.  |  |  |
| 6.5. A sound knowledge and understanding of the relationship between Special School provision and primary/ secondary phase mainstream education, in the context of the current shifting educational landscape. |  |  |

Section 7. Personal attributes and qualities:

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| Criteria | Essential | Desirable |
| 7.1. Use excellent interpersonal and communication skills to develop of a culture of trust and respect, where everyone is valued for their contributions, strengths, and individual differences. |  |  |
| 7.2. Evidence of drive, emotional intelligence, empathy, calmness and resilience that are displayed at all times |  |  |
| 7.3. Evidence of a deep intrinsic advocacy for children with disabilities |  |  |
| 7.4. An inspirational personality with the ability to motivate and enthuse adults and students alike to aspire to excellence |  |  |
| 7.5. Able to use a range of leadership styles to suit different situations and individuals, especially when under pressure or duress. |  |  |
| 7.6 Able to accurately reflect on one’s own practice, and welcoming of further personal and professional development opportunities. |  |  |
| 7.7. Ability to create a positive learning environment and an enjoyable place to learn and work, where everyone is committed to trying their best |  |  |
| 7.8. Able to promote and maintain (as far as possible) a healthy work/life balance both for oneself and the staff team. |  |  |