

**Hamilton Lodge School**  
**Appointment of Principal**

**Person Specification**

Aspect	Essential	Desirable
1. Qualifications	1.1 Qualified Teacher Status 1.2 Commitment to attain BSL Level 2 qualification or above	1.1 Degree level qualification 1.2 Qualified Teacher of the Deaf 1.3 Additional SEN qualification 1.4 Higher degree 1.5 Safer Recruitment qualification.
2. Experience	2.1 Recent experience as a Head teacher / Deputy / Senior management position in special needs provision (school, unit or service). 2.2 Successful middle management experience and leading whole school initiatives. 2.3 Successful teaching experience. 2.4 Experience of working with pupils with a range of communication needs. 2.5 Experience of implementation of health and safety procedures. 2.6 Experience of working with other non-educational agencies in supporting pupils with SEN. 2.7 Experience as “designated person” for Child Protection and Safeguarding	2.1 Experience of working in a residential school setting
3. Professional Development	3.1 Evidence of continuing professional development relating to school leadership, management and curriculum development. 3.2 Evidence of continued professional development relating to	3.1 Extended professional development through designated or award bearing courses in leadership and/or management. 3.2 Evidence of continued professional development specifically

	<p>SEN in particular.</p> <p>3.3 Ability to identify own learning needs and to support others in identifying their learning needs.</p>	<p>relating to education of deaf pupils.</p> <p>3.3 Experience of working collaboratively with other schools/organisations.</p> <p>3.4 Experience of leading/coordinating professional development opportunities.</p>
4. Strategic Leadership	<p>4.1 Ability to articulate and share a vision of successful special education.</p> <p>4.2 Experience of school self-review and target setting.</p> <p>4.3 Ability to inspire and motivate staff, students, parents, governors and Trustees and communicate with the Trustees/Governors.</p> <p>4.4 Evidence of successful planning, implementation, monitoring and evaluation of development projects.</p> <p>4.5 Ability to analyse data, develop strategic plans, set targets and monitor and evaluate progress.</p> <p>4.6 Knowledge of what constitutes quality in educational provision, the characteristics of effective schools and strategies for raising the achievement of all pupils.</p> <p>4.7 Experience and knowledge of Ofsted Inspection Framework</p> <p>4.8 Knowledge of the statutory framework for education, the SEN Code of Practice and related statutory regulations and other relevant legislation.</p> <p>4.9 Experience of introducing and managing major organisational change, together with the requisite skills to deliver this effectively, whilst minimising disruption and maintaining confidence and standards.</p>	<p>4.1 Knowledge of the National Minimum Standards for Care framework.</p>
5. Teaching and Learning	<p>5.1 An understanding of the requirements of the new National Curriculum and 14-19 framework in relation to the curriculum as</p>	<p>5.1 Knowledge of alternative curricular/vocational opportunities available for pupils with SEN.</p>

	<p>a whole and to students' learning and development needs.</p> <p>5.2 Experience of a range of successful teaching and learning strategies.</p> <p>5.3 An understanding of assessment strategies and the use of assessment to inform the next stages of learning.</p> <p>5.4 Experience of effective monitoring of teaching and learning.</p> <p>5.5 Experience of effective pupil management.</p> <p>5.6 Knowledge of statutory requirements relating to the curriculum and assessment.</p> <p>5.7 An understanding of the characteristics of an effective learning environment and the key elements of successful behaviour management.</p>	
6. Leading and Managing Staff	<p>6.1 Proven strong leadership.</p> <p>6.2 Experience of working in, and leading, staff teams.</p> <p>6.3 Ability to delegate work and support colleagues in undertaking responsibilities.</p> <p>6.4 Experience of appraisal, performance management and supporting continuing professional development of staff.</p> <p>6.5 Experience of effective budget planning and resource management.</p>	<p>6.1 Experience of working with governors/trustees to assist them to fulfil whole-school responsibilities.</p> <p>6.2 Involvement in staff recruitment, appointment and induction.</p> <p>6.3 Knowledge of statutory requirements for company and charitable accounts.</p>
7. Accountability	<p>7.1 Ability to communicate effectively to a range of audiences – staff, students, parents, governors and trustees.</p> <p>7.2 Ability to provide clear information and advice to staff, governors and trustees.</p> <p>7.3 Secure understanding of strategies for performance measurement and management.</p>	
8. Skills,	8.1 Empathy with children and young people.	8.1 Fluent use of BSL.

Qualities and Abilities	<p>8.2 An understanding of Deaf culture.</p> <p>8.3 High quality communication skills.</p> <p>8.4 High quality teaching skills.</p> <p>8.5 High expectations of students' learning and attainment.</p> <p>8.6 Strong commitment to school improvement and raising achievement for all pupils.</p> <p>8.7 Ability to build and maintain good relationships.</p> <p>8.8 Ability to remain positive and enthusiastic when working under pressure.</p> <p>8.9 Ability to organise work, prioritise tasks, make decisions and manage time effectively.</p> <p>8.10 Ability to use IT effectively in communication and presentation of work.</p> <p>8.11 Adequate use of BSL</p>	<p>8.2 An understanding of, and empathy with, the particular needs of deaf children with emotional, social and behavioural needs.</p>
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