**Post title: School: Pay range:**

**Line manager:**

**Supervisory responsibilities:**

Deputy Headteacher

Forest Bridge School

L16-L20 Fringe

The Headteacher and Governing body

To deputise for the Headteacher in her absence

This person specification should be read in conjunction with the latest School Teachers’ Pay and Conditions Document. It may be modified by the Headteacher, with your agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title.

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| **Essential** | **Desirable** |
| **Qualifications** | |
| 1. Qualified teacher status or recognised equivalent | 1. Recent leadership training |
|  | 1. Applied Behaviour Anlaysis training and/or qualification BCaBA or BCBA |
| **Experience – show evidence of** | |
| 1. At least 5 years successful proven track record of excellent teaching for pupils with ASD. | 1. Experience of teaching in more than one key stage 2. Experience of using ABA in your teaching practice. |
| 1. Recent experience of working successfully as a senior leader in a school. |  |
| 1. Evidence of major whole school responsibilities and experience of turning policy into effective and successful practice. | 1. Experience of working with and developing links with the community |
| 1. Leadership of a significant area or phase or inclusion including responsibility for raising standards across the whole school. | 1. Experience of working with and involving school Governors |
| **Professional Knowledge** |  |
| 1. A clear understanding of the essential qualities necessary for effective teaching and learning. 2. Thorough knowledge of the requirements of the NC and its implications for pupils with ASD. |  |
| 1. Understanding of effective behaviour and teaching strategies frequently used with pupils with ASD. | 1. Understanding of the implementation of ABA (Applied Behaviour Analysis). |
| 1. Up to date knowledge of statutory regulations and guidance relating to the post including understanding of OFSETD requirements and latest developments in education |  |
| **Essential** | **Desirable** |
| **Professional skills – Demonstrate experience of** | |
| 1. Analysis of data, to evaluate the performance of pupil groups, pupil progress and plan an appropriate course of action for whole school improvement. | 1. OFSTED inspection and following action planning. |
| 1. Curriculum leadership action planning and resource management |  |
| 1. Leading alongside the Headteacher, the annual appraisal process for all identified support and teaching staff |  |
| 1. Development and review whole school systems to ensure robust evaluation of school performance and actions to secure improvements |  |
| 1. Leading and manage a school team/s to successfully achieve agreed goals. |  |
| 1. Being an effective team player that works collaboratively and effectively with others. |  |
| 1. Developing and delivering effective and inspirational professional development for staff (including mentoring and coaching as appropriate). |  |
| 1. Communicating effectively to a wide range of different audiences (verbal, written, using ICT as appropriate). |  |
| 1. Demonstrating high quality teaching strategies to meet the wide range of ages and abilities of our pupils. |  |
| 1. Support, motivate and inspire both colleagues and pupils by leading through example. |  |
| 1. Contributing effectively to the work of the   Headteacher and senior leadership team. |  |
| 1. Deal successfully with situations that may include tackling difficult situations and conflict resolution. |  |
| 1. Working successfully with parents and a range of professionals both internally and with external agencies |  |
| 1. Think creatively and imaginatively to solve problems and identify opportunities |  |
| 1. Knowledge and experience of working with pupils who have challenging behaviours (in mainstream or special school setting). |  |
| 1. An awareness of, and commitment to, working in a school whose foundations for learning will be based on the principles of Applied Behaviour Analysis (ABA) and Verbal Behaviour Analysis (VBA) |  |
| 1. Facilitate a collaborative approach to decision making |  |
| **Demonstrate experience of and commitment to:** | |
| 1. Be approachable and have a sense of humour 2. Be committed to working extremely hard and flexibly in the first years to help establish a new, outstanding provision for children with autism | 1. Designated person for safeguarding trained |
| 1. Equalities |  |
| 1. Promoting the school’s vision and ethos |  |
| 1. High quality, stimulating learning environment |  |
| 1. Relating positively to and showing respect for all members of the school and wider community |  |
| 1. Ongoing relevant professional self- development and reflective practice |  |
| 1. Safeguarding and child protection |  |

N.B. Candidates who apply for this post are asked to write a personal statement to show how they meet the selected criteria and how their examples demonstrate impact.