**Person Specification for Assistant Head ASD - High Oaks Secondary**

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|  | Essential | Desirable | Assessed via |  |  |
| **Qualifications:**  |
| QTS | 🗸 |  | Application form and interviewCertificates checked at interview |  |  |
| Evidence of Further Professional Studies/qualifications related to special education | 🗸 |  |  |  |
| Evidence of middle or senior leadership training  |  | 🗸 |  |  |
| GCSE or equivalent in Maths, English and ICT | 🗸 |  |  |  |
| **Experience:**  |
| Experience working in a middle leadership position, leadership role or of taking on significant area of responsibility in a special educational environment | 🗸 |  | Application form |  |  |
| Minimum of 3 years teaching experience gained in a special school teaching autistic pupils with significant learning difficulties | 🗸 |  | Application form |  |  |
| Experience working with pupils who display challenging behaviour  | 🗸 |  | Application form&interview |  |  |
| Experience providing mentoring and training to a range of staff groups | 🗸 |  | Application, presentation |  |  |
| Experience carrying our performance management of staff.  | 🗸 |  | Application, interview |  |  |
| **Knowledge and Skills:** |
| Able to inspire others and secure commitment to the work of the school | 🗸 |  | presentation |  |  |
| Able to deputise in the absence of the Head of School | 🗸 |  | interview |  |  |
| Thorough understanding of safeguarding procedures | 🗸 |  | interview |  |  |
| Understands the needs of students with learning difficulties and autism | 🗸 |  | presentation |  |  |
| Understands the needs of the full range of pupils at Oaklands including students with SLD, PMLD and autistic pupils |  | 🗸 | presentation |  |  |
| Able to demonstrate and advise teachers in the use of a wide range of teaching methods used in school including TEACCH, visual strategies and sensory approaches | 🗸 |  | task |  |  |
| Able to demonstrate and advise teachers in the use of a wide range of communication approaches including PECs, Makaton, AAC, body signing and intensive interaction | 🗸 |  | task |  |  |
| Skilled in behavioural techniques, able to analyse behaviour recording, design behaviour programmes. | 🗸 |  | task |  |  |
| Familiar with a range of assessment tools | 🗸 |  |  |  |  |
| Familiar with assessment systems used at Oaklands (IMPACTS, p levels, SOLAR, M levels, entry levels, accredited schemes) |  | 🗸 |  |  |  |
| Familiar with HR processes related to attendance, underperformance and disciplinary matters. |  | 🗸 | interview |  |  |
| Willing to undertake training and other CPD activities in order to further develop the specialist skills needed for the role | 🗸 |  | interview |  |  |
| **Other Skills:**  |  |  |  |  |  |
| Able to speak and write in grammatically correct English for a range of audiences and for a range of purposes | 🗸 |  | Interview/task |  |  |
| Ability to speak more than one language |  | 🗸 | application |  |  |
| Able to drive a minibus |  | 🗸 | application |  |  |
| **Personal Qualities:** |
| The candidate is willing to put our student’s needs at the centre of all they do at work.  | 🗸 |  | Interview, presentation |  |  |
| Excellence record in both attendance and punctuality. Not in Management of Absence process. | 🗸 |  | Reference |  |  |
| Team Leader, able to establish and maintain professional relationships with colleagues | 🗸 |  | Interview |  |  |
| Approachable, polite and professional | 🗸 |  | Interview  |  |  |
| Resilient. Able to meet demands of a challenging high pressured environment and deal with emergencies when required | 🗸 |  | interview |  |  |
| Flexible. Able to manage last minute changes when required | 🗸 |  | interview |  |  |
| Physically able to undertake all aspects of the role  | 🗸 |  | interview |  |  |
| High expectations of self and others | 🗸 |  | interview |  |  |
| Well-groomed and presented in line with requirement of the role. | 🗸 |  | interview |  |  |
| Committed to equality of opportunity for all | 🗸 |  | interview |  |  |