# **PERSON SPECIFICATION: POST OF HEAD TEACHER, PUPIL REFERRAL UNIT**

 **LIVERPOOL CITY REGION ACADEMY TRUST IS COMMITTED TO SAFEGUARDING AND PROMOTING THE WELFARE OF YOUNG PEOPLE.THIS POST IS SUBJECT TO SAFER RECRUITMENT MEASURES INCLUDINGA DISCLOSURE AND BARRING SERVICE (DBS) CHECK**

|  |  |  |
| --- | --- | --- |
| REQUIREMENTS | ESSENTIAL CRITERIAPlease indicate in brackets after each criteria how this will be verified i.e. (F), (I), (T), (R)  | DESIRABLE CRITERIAPlease indicate in brackets after each criteria how this will be verified i.e. (F), (I), (T), (R) |
| * **Educational/vocational occupational qualifications and/or training**
 | 1. Qualified Teacher status (F)
2. Degree qualification for Headship (RECOMMENDED); **OR**

 Existing Headteacher, **OR** recently served as a Headteacher (F) OR  experienced Deputy Headteacher1. Either evidence of further study – this could be ongoing and/or Further Professional Qualifications.
 | Further professional qualification in SEND and/or inclusion (F) |
| * **Work or other relevant experience**
 | 1. Successful experience at Senior Management level (F, I, R)
2. Experience of leadership (F, I, R)
3. Proven teaching ability (F, I, R)
4. Experience of the successful management of significant change within an establishment in a constructive and sensitive manner (F, I, R)
5. Experience of working with children with challenging levels of behaviour and additional needs to improve participation and attainment (F, I, R)
6. Experience of working successfully and co-operatively as a member of a team in a school (F, I, R)
7. Experience of improving teaching and learning (F, I, R)
8. Experience of working with key partners across the local authority, health and others partners to promote inclusion and address barriers to learning (F, I, R)
9. Effective budget management (F, I, R)
10. Experience of the analysis of qualitative and quantitative data to inform school improvement (F, I, R)
 | 1. Teaching experience in more than one establishment and in a variety of approaches

(F, I, R)1. A proven record in managing and promoting curriculum development (F, I, R)
2. Experience of working within an Academy Trust
 |
| * **Values**
 | 1. Genuine commitment to the welfare, happiness and success of children and young people as they mature and prepare for adulthood (F, I, R)
2. Commitment to early intervention approaches with families and collaborative working with key stakeholders (F, I, R)
3. Commitment to inclusion (F, I, R)
4. Commitment to restorative approaches in schools (F, I, R)
5. High expectations of self, children and staff and a commitment to raising standards of achievement and attainment (F, I, R)
6. A commitment for children to succeed both personally and academically (F, I, R)
7. Commitment to working with key partners to address the barriers that impact on learning (F, I, R)
8. Commitment to safeguarding children (F, I, R)
9. Importance of pupil voice to ensure development of provision (F, I, R)
 |  |
| * **Skills**
 | 1. Proven effective leadership and management skills (F, I, R)
2. Proven ability to encourage and motivate through positive management (F, I, R)
3. Proven ability to performance manage staff and promote professional development and accountability (F, I, R)
4. Ability to develop a clear vision for the future and its implementation (F, I, R)
5. Ability to communicate effectively in a variety of situations (F, I, R)
6. Ability to account to stakeholders and hold others to account (F, I, R)
7. Ability to undertake robust self-evaluation processes and use pupil performance data to identify and set relevant school improvement targets (F, I, R)
8. Curriculum management - planning, delivery and assessment (F, I, R)
9. Financial management (F, I, R)
 | 1. Counselling Skills (F, I, R)
 |
| * **Special Knowledge**
 | 1. Practical understanding of the range of behaviours that pupils present (F, I, R)
2. Understanding of the barriers to learning and inclusion experienced by children and young people and education providers and strategies that contribute to their resolution (F, I, R)
3. Impact of social factors on achievement (F, I, R)
4. Detailed knowledge of the curriculum and assessment processes (F, I, R)
5. Knowledge of the SEND framework (F, I, R)
6. Inclusion in education including alternative education (F, I, R)
7. Understanding and knowledge of current issues in education (F, I, R)
8. Considerable knowledge of factors impacting on child development, their ability to build positive relationships and to aspire (F, I, R)
9. Legislative framework in terms of alternative education, PRUs and SEND
 | 1. Knowledge of administrative procedures (F, I, R)
 |
| * **Personal Attributes**
 | 1. Assertive (F, I, R)
2. Proven ability to build strong relationships with parents and carers, children, staff, schools, local authority and key partners (F, I, R)
3. Strong communication skills (F, I, R)
4. Commitment to meeting the holistic needs of children (F, I, R)
5. Ability to demonstrate enthusiasm and sensitivity whilst working with others (F, I, R)
6. Ability to initiate, lead and manage change (F, I, R)
7. Creative and flexible approaches to improve and develop practices (F, I,R)
 | 1. Flexibility and adaptability in order to be able to mix and work with a wide range of people (F, I, R)
 |
| **ESSENTIAL/DESIRABLE CRITERIA WILL BE VERIFIED BY: F = FORM I = INTERVIEW T = TEST(S) R = REFERENCE(S)** |

 **2**