**PERSON SPECIFICATION**

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| **KEY CRITERIA** | **ESSENTIAL** | **DESIRABLE** |
| **Qualifications and Experience**  | Qualified teacher statusAt least 5 years successful proven track record of excellent creative and structured teaching.Recent experience of working successfully as a school leader. Evidence of major whole school responsibilities and experience of creating and turning policy into effective practice.Leadership of a significant area within school improvement, including responsibility for raising standards across the whole school.  | A qualification specific to SENNPQHWithin the special needs environment. Experience of working with and developing links with the community. Experience of working with and involving school governors. |
| **Professional Knowledge**(Knowledge, abilities, skills, experience) | A clear understanding of the essential qualities necessary for effective teaching and learning. A thorough up to date knowledge of the range of teaching, learning and behaviour management strategies and how to implement them effectively. An up to date knowledge of statutory regulations and guidance relating to the post including OFSTED requirements and latest developments within specialist education. Proven experience in analysis of data to evaluate the performance of student groups, progress and planning appropriate action for whole school improvement. Proven evidence of leading staff professional development including the appraisal process for all staff. Development of whole school systems to ensure robust evaluation of school performance and actions to secure improvements. Leading and managing a school team to successfully secure achievement within agreed goals. Working alongside business management staff in developing, monitoring and leading school budgets. Know the legal requirements, national policy and guidance on the safeguarding of children.  | Thorough knowledge and understanding of the National Curriculum / wider curriculum and assessment of children attaining below nationally expected levels, following the Rochford review.Understanding of the implementation of augmentative systems and approaches such as TEACCH, PECS, PODD, Restorative and solution focused approaches. OFSTED inspection and subsequent action planning to secure whole school improvements. Training as a DSL. |
| **Skills and Abilities**  | Being an effective team player that works collaboratively and effectively with others, supporting staff morale. Proven practice in utilising a range of leadership styles to secure school improvement, facilitating a collaborative approach to decision making as appropriate. Developing and delivering effective and inspirational professional development for all staff through coaching and mentoring. Support, motivate, inspire both colleagues and students by leading through example. Communicate effectively to a wide range of different audiences, including use of verbal, written, ICT as appropriate. Deal successfully with situations that may include tackling difficult situations and conflict resolution. Ability to organise time, prepare and plan effectively. Working successfully with a range of external agencies. Excellent organisational and record keeping skills.Ability to work well under pressure and think creatively and imaginatively to solve problems and identify opportunities.  |  |
| **Work-related Personal Requirements:** **Demonstrate experience of and a commitment to:**  | Emotional honesty.Stamina, resilience and a very good sense of humour.Leading equality of opportunities.Promoting the schools vision and ethosProviding a high quality, stimulating learning environment.Relating positively to and showing respect for all members of the school community and the wider community. Ongoing relevant professional self-development and reflective practice.  | Clear aspirations for your own professional development and career advancement |