**Person Specification**

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| **Qualifications/skills** | **Essential or Desired** |
| Good Honours degree and appropriate teaching qualification | Essential |
| National Professional Qualification for Headteacher’s NPQH | Desired |
| Evidence of successful Leadership experience | Essential |
| Teacher of SEN qualification | Essential |
| Understanding, commitment and knowledge of AAC and how to develop communication skills effectively with all pupils | Essential |
| Accredited disability-related (SEND) post graduate qualification and/or a strong record of experience in Special Education | Essential |
| Understanding of the duties and responsibilities arising from the Children’s Act 2004, SEND code of practice and Working Together in relation to Safeguarding children and young people. | Essential |
| If the preferred candidate does not have a good standard of AAC competency a willingness to enhance skills in this area will be essential | Essential |

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| **Leadership and strategic direction and development of the school** | **Essential or Desired** |
| Provide strategic vision, initiate action, take responsibility. | Essential |
| Motivate others to assist in setting and achieving goals | Essential |
| Analyse issues and take timely action | Essential |
| Focus resources on strategic goals | Essential |
| Be solution focused and exhibits a positive attitude. | Essential |
| Command respect by example in personal values, behaviours and standards. | Essential |
| Use, encourage and facilitate effective communication with all stakeholders | Essential |
| Achieve excellence by using effective monitoring systems, interpreting data effectively and evaluating performance and progress towards goals. | Essential |
| Demonstrate understanding of the OFSTED criteria for Outstanding schools and ability to support the whole school community in becoming a beacon of excellence | Essential |
| Work effectively with the Governors and the local authority | Essential |

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| **Management of Teaching and Learning** | **Essential or Desired** |
| Understanding of physical disabilities | Essential |
| Knowledge of conductive education and/or willingness to embrace its practice | Essential |
| Extensive knowledge of curriculum, methods and styles of teaching and learning, pupil assessment and evaluation criteria. Pupils are provided with appropriate challenge and support. | Essential |
| Experience of producing the School Improvement Plan | Desired |
| Ability to support the Leadership Team in ensuring that the school meets national requirements and that teaching is at least good throughout the school | Essential |
| Experience of contributing to the SEF (School Evaluation Framework) | Desired |
| High expectations and the ability to articulate them effectively | Essential |
| Understanding of provision mapping and the individualisation of curriculum delivery to meet the needs of the diverse pupil population | Essential |
| Understanding of the challenges which pupils with SEND including sensory impairment/ communication/complex medical/physical difficulties and other additional needs experience in making progress | Essential |
| Understanding of the role of Multi-agency teams in supporting and enhancing pupil engagement with learning | Essential |

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| **Management of People** | **Essential or Desired** |
| Intervene, negotiate, resolve conflict, facilitate communication and create and maintain a positive, caring and effective ethos | Essential |
| Understand how own behaviour affects others, exhibits and adjusts appropriate interaction skills and deals effectively with emotional issues | Essential |
| Delegate authority and responsibility clearly and appropriately | Essential |
| Assess expertise of self and others and use staff appraisal to further develop staff and achieve the aims of the school | Essential |
| Use coaching styles to enable staff to reach their potential. | Essential |
| Be an effective communicator who uses group processes and facilitator skills effectively | Essential |
| Use people’s skills and abilities to enhance whole team performance | Essential |
| Promote self-development and self-responsibility of professional development and awareness of the latest needs for children | Essential |

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| **Management of Resources** | **Essential or Desired** |
| Evidence of effectiveness in managing a substantial budget | Essential |
| Evidence of effective use of all available resources to maximise the progress of pupils | Essential |
| Ability to ensure that provision for identified pupils is used effectively as stated in their Statements/EHCPs and Provision Maps | Essential |
| Secure understanding of Health and Safety issues involved in leading a school and recognising medical/clinical responsibilities | Essential |
| Understanding of the additional requirements of running a residential unit safely | Essential |
| Understanding of the additional requirements and OFSTED expectations involved in running a residential provision | Essential |

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| **Accountability for the effectiveness and efficiency of the school** | **Essential or Desired** |
| Evidence of effectiveness in reporting on strategic development to Governors/LA | Desirable |
| Evidence of effectiveness in creating, developing and implementing effective monitoring systems/data and writing and/or significantly contributing to the SEF | Desirable |
| Evidence of effectiveness use of in-school reviews and evaluations, OFSTED and other external reviews of the school’s effectiveness to write Action Plans and School Improvement Plans | Essential |

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| **Safeguarding and Promoting the Welfare of Pupils** | **Essential or Desired** |
| Evidence of effective development, implementation and maintenance of robust evaluating systems which enable pupils to develop emotionally and physically in a nurturing environment. | Essential |
| Evidence of working collaboratively and effectively with a range of professionals to enable pupils overcome the difficulties and challenges which they face as they move towards adult life. | Essential |
| Ensuring that Health and Safety requirements are fully met | Essential |