**Head of Capella House School Person Specification**

A Application I Interview R References

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| **Qualifications & Training** |  |  |
|  | Qualified Teacher Status  | A | E |
|  | Further relevant professional or academic study  | A, I | D |
|  | Training in delivery of specific teaching and learning strategies e.g. TEACCH, SLCN specific etc | A, I | D |
|  | Commitment to undertake NPQH or similar level leadership study within two years of commencing (if not already awarded); | A, I | E |
| **Experience, Knowledge & Understanding** |  |  |
|  | Substantial recent experience of Leadership in a special school or SEND setting.  | A, I, R | E |
|  | Experience of working in a growing/ new school | A, I | D |
|  | Substantial recent experience of working with pupils with speech, language and communication difficulties and autism, and in working effectively with therapists and other professionals to address these needs. | A, I, R | E |
|  | Experience of working with learners of all age ranges 5-16 | A, I, R | E |
|  | Recent experience as Designated Safeguarding Lead  | A, I, R | D |
|  | An understanding of the whole curriculum that meets the needs and aspirations of pupils aged 4-16 with SLCN, Social Communication Difficulties and those with ASD. | A, I, R | E |
|  | Experience supporting pupils with challenging behaviours, and knowledge of positive interventions and strategies to help pupils manage and prevent behaviours that disrupt learning; | A, I, R | E |
|  | An understanding of and commitment to promoting the role played by parents in raising standards and the importance of working with parents and other members of the wider school community; | A, I, R | E |
|  | Experience of following rigorous, fair and transparent procedures for managing the performance of all staff, including under-performance | A, I, R | E |
|  | Experience of leading annual review meetings, ensuring outcomes are accurately recorded and contributing to the update of EHCPs | A, I, R | E |
|  | Experience of leading and managing change effectively including resolving conflict and demonstrating personal resilience | A, I, R | E |
|  | Training and experience in Coaching and Mentoring | A, I | D |
|  | Experience of leading inclusive learning, collaborating with mainstream primary and/or secondary schools; | A, I | D |
|  | Experience of developing effective relationships with fellow professionals and colleagues in other services to improve academic, health and social outcomes for all pupils | A, I, R | E |

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| **Skills and Abilities** |  |  |
| *Applicants will need to show their ability to….* |
|  | Inspire and lead by example, demonstrating positive relationships and attitudes with pupils, staff, parents, governors and/or Trustees and other partners  | A, I, R | E |
|  | Demonstrate excellent written and oral communication skills relevant to a range of audiences and including the effective use of technology | A, I | E |
|  | Demonstrate a creative and innovative approach, effectively focussing on finding solutions to issues | A, I, R | E |
|  | By demanding ambitious standards for all, demonstrate an ability to overcome disadvantage and advance equality, instilling a strong sense of accountability in staff for the impact of their work on outcomes and holding them to account for their professional conduct and practice | A, I, R | E |
|  | In consultation with the CEO and FD, manage the delegated School budget and resources effectively | A, I, R | E |
|  | Enable Governors and Trustees to fulfil their responsibilities by providing information as requested, actively participating in Board and committee meetings and ensuring that the school is able to account for all aspects of performance | A, I | E |
|  | Develop robust self-evaluation processes (including analysing and interpreting pupil/school performance data) that enable areas forimprovement to be clearly identified.  | A, I | E |
|  | In consultation with the CEO, develop, implement, monitor and review an evidence based School Development Plan to ensure rapid and sustained improvement and that Trust and school priorities and objectives are met. | A, I, R | E |