PERSON SPECIFICATION

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| APPOINTMENT CRITERIA | **Essential/****Desirable** | **Assessed from** |
| **QUALIFICATIONS & TRAINING** |  |  |
| Qualified Teacher Status | E | 1 |
| Degree or equivalent | E | 1 |
| NPQH, LLE, NLE (*or have NPQH essential and experience as deputy as essential or if first headship)* | D | 1 |
| Further qualification in a related area e.g. M Ed, MA, MBA, etc. | D | 1 |
| Qualification/training related to special educational need | D | 1, 3 |
| **EXPERIENCE OF TEACHING AND COLLEGE LEADERSHIP** |  |  |
| Successful experience as a Principal/Headteacher or Deputy | E | 1, 2, 3 |
| Minimum 2 years senior leadership experience in a Special College or SEN background (e.g. SENCO environment, NGO, voluntary) | E | 1, 2, 3 |
| Experience of working across a broad spectrum of educational needs | D | 1, 2, 3 |
| Successful management of change at a Headship level which led to raised standards | D | 1, 2, 3 |
| Experience of successful implementation of strategies for raising pupil achievement and ensuring high quality teaching and assessment | E | 1, 2, 3 |
|  Leading self-evaluation processes to drive continuous improvement | E | 1, 2, 3 |
| Leadership and management of a large number of staff with varying responsibilities | E | 1, 2, 3 |
| Knowledge and understanding of the statutory requirements and relevant legislation relating to college leadership and management including health and safety, child protection and safeguarding | E | 1, 2, 3 |
| Proven ability to analyse and interpret pupil performance data and set challenging and realistic targets, plan effective intervention and monitor impact in order to ensure pupils make good progress | E | 1, 2, 3 |
| Experience of working in a multi-cultural setting  | D | 1, 2, 3 |
| Successful experience of managing and leading in service training | E | 1, 2, 3 |
| Ability to create and maintain an environment which promotes and supports good behaviour  | E | 1, 2, 3 |
| Experience of recruiting, selecting and deploying staff | E | 1, 2, 3 |
| Experience of coaching and mentoring staff | D | 1, 2, 3 |
| A professional knowledge of the role of the Governing Body and experience of working effectively with governors | E | 1, 2 |
| Able to plan and manage budgets and ensure resources are deployed to the maximum benefit of staff and students | E | 1, 2, 3 |
| Proven ability to provide clear educational vision and direction and lead by example | E | 1, 2, 3 |
| **PROFESSIONAL KNOWLEDGE AND UNDERSTANDING*****Applicants should be able to demonstrate a good knowledge and understanding of the following areas:*** |  |  |
| The cognitive and physical development of pupils with severe learning difficulties  | E | 1, 2, 3 |
| The development of pupils with a wide range special needs | D | 1, 2 |
| Current models of curriculum and assessment appropriate for pupils with SEND | E | 1, 2, 3 |
| Strategies for fostering college improvement | E | 1, 2, 3 |
| Local and national education policies, National Curriculum frameworks, priorities and statutory frameworks, including the new inspection framework. | E | 1, 2, 3 |
| Principles of high quality teaching and learning for pupils with SEND | E | 1, 2, 3 |
| Application of new technologies to teaching, learning and management. | E | 1, 2, 3 |
| The use of data to set targets for improvement | E | 1, 2, 3 |
| Current research which informs educational practice of pupils with SEND | D | 1, 2 |
| **PERSONAL SKILLS AND ABILITIES** |  |  |
| Strong personal commitment which motivates and inspires the college community to deliver the best possible education for the pupils at Ellesmere College | E | 1, 2, 3  |
| A genuine enthusiasm for, and commitment to, the development of children and young people with learning difficulties, and concern for the development of colleagues and members of the wider college community. | E | 1, 2, 3  |
| Commitment to own professional development | E | 1, 2, 3  |
| Ability to think creatively, solve problems and make decisions based on sound Judgement | E | 1, 2, 3  |
| Excellent communication skills in a variety of media to a range of audiences including pupils, parents/carers, colleagues and the wider college community | E | 1, 2, 3  |
| Ability to collaborate with a wide range of partners and ensure college is outward facing | E | 1, 2, 3  |
| Strength to challenge and manage under performance  | E | 1, 2,3  |
| The proven ability to fill the role of lead professional in classroom practice. | E | 1, 2, 3  |
| Commitment to an open, collaborative style of leadership in order to raise standards and develop and maintain staff engagement and empowerment  | E | 1, 2, 3 |
| Demonstrates loyalty, honesty and integrity to all | E | 1, 2, 3 |
| The ability to ensure that the college atmosphere is welcoming and that parents/carers are encouraged to take an active part in the life of the college and engage in their child's education | E | 1, 3 |
| Ability to manage time well to meet deadlines and demonstrate resilience and calmness under pressure  | E | 1, 3 |
| Adaptable to changing circumstances and new ideas | E | 1, 3 |
| Good time keeping and attendance | E | 3 |
| Approachable, reliable, has presence and personal impact and enjoys being highly visible to pupils and parents. | E | 1, 3 |
| Commitment to joining in the full life of the college | E | 3 |
| **SAFEGUARDING** |  |  |
| Understanding of responsibilities of the Principal in ensuring compliance with Health and Safety Legislation | E | 1, 2 |
| Clear commitment to and understanding of child protection matters, safeguarding legislation and practice and the principles of Every Child Matters | E | 1, 2 |
|  **REFERENCES AND REPORTS** |  |  |
| Written references only from current and previous employers | E | 3 |
| Confirming professional and personal knowledge, skills and abilities referred to above | E | 1, 3 |
| Positive recommendation from current employer | E | 3 |
| Satisfactory health and attendance record | E | 3 |

**Key:** 1 Application 2 Interview 3 References