**PERSON SPECIFICATION**

**HEADTEACHER, MEREIELD SCHOOL**

**QUALIFICATIONS AND TRAINING**

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| **Qualifications and Training** | **Category**  **Essential / Preferred** |
| Qualified Teacher Status | **E** |
| Management/Leadership training (within the last 5 years) including NPQH | **P** |
| Additional accredited training/qualifications relating to SEND | **P** |
| Knowledge of current statutory requirements relevant to SEND | **E** |
| Current knowledge and experience of Safeguarding and relevant associated policies/practice for SEND | **E** |

**EXPERIENCE**

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| **Experience** | **Category**  **Essential / Preferred** |
| Successful experience of senior leadership and management in a relevant SEND setting | **E** |
| Understanding and experience of School Improvement Planning and Implementation | **E** |
| Experience of staff management including Performance Management | **P** |
| Experience of partnership working with parents/carers, the local and national authorities, local community groups and external agencies and professionals | **E** |
| Experience of teaching across a range of ages from 2-19 and across a wide range of learning difficulties including SLD/PMLD/ASC/Complex Needs | **P** |
| Demonstrate sustained and successful experience as a teacher in a SEND context | **E** |
| Knowledge and experience of positive behaviour management policies and practice e.g. MAPPA | **P** |
| Knowledge and working experience of current requirements and systems for developing relevant SEND curriculum, tracking and assessment programmes | **E** |
| Experience of collecting, analysing and presenting data to internal and external groups | **P** |

**SKILLS, ABILITIES AND ATTRIBUTES**

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| **Skills, Abilities and Attributes** | **Category**  **Essential / Preferred** |
| To be able to develop, articulate and implement the school vision and values to a range of audiences | **E** |
| To promote inclusivity and diversity within the framework of British Values | **E** |
| To establish an ethos of high expectations and to lead by example | **E** |
| To manage, motivate and support all staff | **E** |
| To deal effectively with underperformance and manage change sensitively and effectively | **P** |
| To manage the school finances effectively | **P** |
| To ensure efficient and timely reporting to the Governing Body and external agencies | **E** |
| To have knowledge of alternative communication systems | **P** |
| To have an awareness of the relevant medical training required for all staff working in an SLD/Complex Needs special school including Moving and Handling | **P** |
| To be able to prioritise, plan and organise themselves and others | **E** |
| To be aware of their own strengths and areas for development and listen to, and reflect constructively and act upon as appropriate, feedback from others | **E** |
| To demonstrate resilience and optimism | **E** |
| To be innovative and creative and to be judicious in deciding when it is appropriate to be so | **E** |
| To be a problem solver | **E** |

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