

**WAKEFIELD METROPOLITAN DISTRICT COUNCIL
FAMILY SERVICES DEPARTMENT
PERSON SPECIFICATION**

**KINGSLAND PRIMARY SCHOOL
POST OF ASSISTANT HEADTEACHER**

	ESSENTIAL	DESIRABLE	HOW ATTRIBUTE WILL BE ASSESSED
PERSONAL QUALITIES – APTITUDES & ATTITUDES	<p>Commitment to:</p> <ul style="list-style-type: none"> - excellence for all in education - enjoyment of new challenges - collaborative working within multi-disciplinary teams - a collaborative school vision of excellence and equity that sets high standards for every pupil - the setting and achievement of ambitious, challenging goals and targets - inclusion and the ability and right of all to be the best they can be - the continuing learning of all members of the school community - choice and flexibility in learning to meet the personalised learning needs of every child - the principles and practice of school self evaluation - the school working effectively and efficiently towards the academic, spiritual, moral, social, emotional and cultural development of all its pupils - individual, team and whole-school accountability for pupil learning outcomes - the involvement of parents and the community in supporting the learning of children <p>Is able to:</p> <ul style="list-style-type: none"> - form effective working relationships - work within a shared leadership structure 		Application form, interview process (including presentation), and references.

	<ul style="list-style-type: none"> - promote effective team work within the school and with external partners - work with other agencies for the well-being of all pupils and their families - collaborate and network with other schools to improve outcomes 		
QUALIFICATIONS	<p>Qualified teacher status. Evidence of continuing professional development. Evidence of qualifications or extensive CPD/ experience relevant to middle leadership and SEND provision.</p>	<p>Additional qualifications in one or more of the following areas:</p> <ul style="list-style-type: none"> • Literacy and communication • Wellbeing • CPD <p>Additional qualifications in a relevant area of SEN e.g. VI, HI, MSI, ASD, SLD</p> <p>Have had or be undertaking further study relevant to Leadership.</p>	<p>Application form. Evidence of documentation presented at interview.</p>
RELEVANT EXPERIENCE	<p>Experience of the Primary age phase. Experience of middle leadership within a special school catering for pupils who have SLD, PMLD, ASD, sensory impairment and PD with associated learning difficulties. Experience of team working. Experience of multi-agency working. Experience of having led successful school improvement initiatives. Experience of working with children who present challenging behaviour. Proven track record of raising pupil achievement, having implemented successful programmes of learning for pupils with a broad range of needs.</p>	<p>Successful leadership of a team.</p> <p>Experience of working in two or more schools.</p> <p>Experience in the day to day running of a school.</p> <p>Experience of having worked within an 'Outstanding' School.</p>	<p>Application form, interview process (including presentation), and references.</p>

	Experience of having mentored, coached and improved the practice of colleagues both within school and beyond.		
SKILLS	<p>Ability to develop effective relationships with staff, pupils, parents, health professionals, and other stakeholders. Good written and oral communication skills. Good interpersonal skills. Excellent classroom practitioner. Ability to work calmly under pressure. Ability to manage specific aspects of day to day school organisation. Ability to create a happy, challenging and effective learning environment.</p> <p>Is able to:</p> <ul style="list-style-type: none"> - demonstrate the principles and practice of effective teaching and learning - access, analyse and interpret information - foster an open, fair, equitable culture and manage conflict - develop, empower and sustain individuals and teams - give and receive effective feedback and act to improve personal performance - accept support from others including colleagues, governors and the LA - build and maintain effective relationships with parents, carers, partners and the community, that enhance the education of all pupils 	<p>Is able to:</p> <ul style="list-style-type: none"> - think strategically, build and communicate a coherent vision in a range of compelling ways - inspire, challenge, motivate and empower others to carry the vision forward 	Application form, interview process (including presentation), and references.
KNOWLEDGE	<p>Knowledge of recent developments in education. Knowledge of the theory and practice of providing effectively for the individual needs of all children. Understanding of how the curriculum can be differentiated for pupils with SLD, PMLD, complex needs and ASD. Knowledge of the positive links necessary within school and with all its stakeholders.</p>	<p>Know about:</p> <p>Using research evidence to inform teaching and learning</p> <p>Building and sustaining a learning community</p>	Application form, interview (including presentation), and references.

	<p>Know about:</p> <ul style="list-style-type: none"> - Strategies for raising achievement and achieving excellence - The development of a personalised learning culture within the school - Models of learning and teaching - The use of new and emerging technologies to support learning and teaching - Principles of effective teaching and assessment for learning - Models of behaviour management - Strategies for ensuring inclusion, diversity and access - Curriculum design and management - Tools for pupil progress monitoring - School self evaluation - Strategies for developing effective teachers - The significance of interpersonal relationships, adult learning and models of continuing professional development (CPD) - Strategies to promote individual and team development - Strategies which encourage parents and carers to support their children's learning 	<p>The impact of change on organisations and individuals</p> <p>The use of a range of evidence, including performance data, to support, monitor, evaluate and improve aspects of school life, including challenging poor performance</p>	
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