

## Person Specification

### EXPERIENCE

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| 1 | Proven successful leadership and management experience   |
| 2 | Proven experience of delivering a differentiated curriculum to pupils with a wide range of needs |
| 3 | Proven experience of leading improvements in outcomes for pupils with a wide range of needs      |

### QUALIFICATIONS

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| 4 | Qualified Teacher Status |
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### KNOWLEDGE

#### 5 Shaping the Future

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| 5.1 | <b>Understands:</b> <ul style="list-style-type: none"> <li>Local, national and global trends in special education</li> <li>Ways to build, communicate and implement a shared vision</li> <li>Strategic planning processes</li> <li>Strategies for communication both within and beyond the school</li> <li>Leading change, creativity and innovation</li> </ul>                          |
| 5.2 | <b>Is committed to:</b> <ul style="list-style-type: none"> <li>A collaborative school vision of excellence and equity that sets high standards for every pupil</li> <li>The setting and achieving of ambitious, challenging goals and targets</li> <li>The use of appropriate new technologies</li> <li>Inclusion and the ability and right of all to be the best they can be</li> </ul> |
| 5.3 | <b>Is able to:</b> <ul style="list-style-type: none"> <li>Think strategically, build and communicate a coherent vision in a range of compelling ways</li> <li>Inspire, challenge, motivate and empower others to carry the vision forward</li> <li>Model the values and vision of the school</li> </ul>  |

#### 6 Leading, Learning and Teaching

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| 6.1 | <b>Understands:</b> <ul style="list-style-type: none"> <li>Strategies for raising achievement and achieving excellence</li> <li>Models of learning and teaching for the range of individual needs within the school</li> <li>Principles of effective teaching and assessment for learning</li> </ul> |
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	<ul style="list-style-type: none"> <li>Models of behaviour and attendance management</li> <li>Strategies for ensuring inclusion, diversity and access for the range of individual needs within the school</li> <li>Strategies for developing effective staff</li> </ul>
6.2	<b>Is committed to:</b> <ul style="list-style-type: none"> <li>Raising standards for all</li> <li>The entitlement of all pupils to effective teaching and learning</li> <li>Choice and flexibility in learning to meet the personalised learning needs of every child</li> </ul>
6.3	<b>Is able to:</b> <ul style="list-style-type: none"> <li>Demonstrate the principles and practice of effective teaching and learning</li> <li>Access, analyse and interpret information</li> <li>Initiate and support research and debate about effective learning and teaching and develop relevant strategies for performance improvement</li> <li>Acknowledge excellence and challenge poor performance across the school</li> </ul>
7	<b>Developing Self and Working with Others</b>
7.1	<b>Understands:</b> <ul style="list-style-type: none"> <li>Building and sustaining a learning community</li> <li>The relationship between managing performance, CPD and sustained school improvement</li> <li>The impact of change on organisations and individuals</li> <li>Effective recruitment and development of staff</li> </ul>
7.2	<b>Is committed to:</b> <ul style="list-style-type: none"> <li>Shared leadership</li> <li>Effective team working</li> <li>Continuing professional development for self and all others within the school</li> </ul>
7.3	<b>Is able to:</b> <ul style="list-style-type: none"> <li>Foster an open, fair, equitable culture and manage conflict</li> <li>Develop, empower and sustain individuals and teams</li> <li>Collaborate and network with others within and beyond the school</li> <li>Challenge, influence and motivate others to attain high goals</li> <li>Give and receive effective feedback and act to improve personal performance</li> <li>Accept support and challenge from others including colleagues, governors and the LA</li> </ul>



8	<b>Managing the Organisation</b>
8.1	<b>Understands:</b> <ul style="list-style-type: none"> <li>Principles and models of self-evaluation</li> <li>Principles and strategies of school improvement</li> <li>Strategic financial planning, budgetary management and principles of best value</li> <li>Managing the performance of individuals and of the school</li> <li>Legal issues relating to managing the school</li> </ul>
8.2	<b>Is committed to:</b> <ul style="list-style-type: none"> <li>The equitable management of staff and resources</li> <li>The sustaining of personal motivation and that of all staff</li> <li>The developing and sustaining of a safe, secure and healthy school environment</li> </ul>
8.3	<b>Is able to:</b> <ul style="list-style-type: none"> <li>Establish and sustain appropriate structures and systems</li> <li>Manage the school efficiently and effectively on a day-to-day basis</li> <li>Prioritise, plan and organise themselves and others</li> <li>Think creatively to anticipate and solve problems</li> </ul>
9	<b>Securing Accountability</b>
9.1	<b>Understands:</b> <ul style="list-style-type: none"> <li>Statutory educational frameworks, including governance</li> <li>The contribution that education makes to developing, promoting and sustaining a fair and equitable society</li> <li>The use of a range of evidence, including performance data, to support, monitor, evaluate and improve aspects of school life, including challenging poor performance</li> </ul>
9.2	<b>Is committed to:</b> <ul style="list-style-type: none"> <li>Principles and practice of school self-evaluation</li> <li>The school working effectively and efficiently towards the academic, spiritual, moral, social, emotional and cultural development of all its pupils</li> <li>Individual, team and whole-school accountability for pupil learning outcomes</li> </ul>