



Person Specification – Lead Practitioner

| | Essential | Desirable |
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| Qualifications / Education and Training | <p>Qualified Teacher Status (QTS, or recognised equivalent)</p> <p>An understanding of whole school improvement</p> <p>A proven record of relevant in-service training</p> <p>Current, enhanced DBS clearance</p> | <p>Recognised management qualification</p> <p>Post graduate SEN courses</p> |
| Relevant Experience | <p>Consistently outstanding teaching and learning of pupils with a wide range of special educational needs</p> <p>Consistently achieving outstanding pupil outcomes</p> <p>Experience of managing and monitoring the effectiveness of a team / curriculum area</p> <p>Experience of successfully supporting others in working with pupils who have complex and moderate learning difficulties</p> <p>Experience of effectively supporting pupils to transition into or out of a school</p> <p>Experience of effective behaviour management</p> <p>Understanding of the EHCP review process.</p> | <p>Held a senior teacher position within a special needs setting or post</p> <p>Recent experience of working successfully as a Middle Leader in a special school</p> <p>Evidence of a whole school responsibility and experience of turning policy into effective and successful practice</p> <p>Experience of working with parent/carers and businesses to raise standards and involvement in the local community</p> |
| Professional Knowledge and Skills | <p>Knowledge of a broad range of inclusive education strategies and pupils with complex and moderate learning difficulties</p> <p>Ability to effectively motivate, inspire and lead a team</p> <p>Ability to analyse performance data, write reports and implement strategy for further improvement</p> <p>Knowledge of the statutory requirements and other relevant legislation relating to child protection procedures and safeguarding/EHCPs</p> <p>Demonstrate the ability to analyse data, to evaluate the performance of pupil groups, pupil progress and plan an appropriate course of action for whole school improvement</p> <p>Have the ability to challenge under performance and make rapid improvements through defined and clear outcomes</p> | <p>Demonstrate the ability to contribute effectively to the work of the Headteacher and Senior Leadership Team</p> <p>Demonstrate the ability to develop and deliver effective and inspirational professional development for staff (including mentoring and coaching as appropriate)</p> <p>Work successfully with a range of external agencies</p> <p>Evidence of sustained effective performance management</p> <p>Ability to review whole school systems to ensure the robust evaluation of school performance and actions to secure improvements</p> |

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| | <p>Demonstrate high quality teaching strategies, demonstrated through formal and informal evidence</p> <p>Demonstrate the ability to support, motivate and inspire both colleagues and pupils by leading through example</p> <p>Demonstrate the ability to deal successfully with situations that may include tackling difficult situations and conflict resolution</p> | |
| Commitment | <p>Demonstrate a commitment to:</p> <ul style="list-style-type: none"> a. equalities b. promoting the school's vision and ethos c. a high quality, stimulating learning environment d. relating positively to and showing respect for all members of the school and wider community e. ongoing relevant professional self-development f. safeguarding and child protection | |
| Personal Characteristics and Skills | <p>Ability to work using own initiative and to be an effective decision maker</p> <p>Demonstrate the ability to communicate effectively to a wide range of different audiences</p> <p>Positive, optimistic and energetic approach to work</p> <p>High levels of resilience</p> <p>An understanding and ability to remain resilient under pressure, including reflective practice</p> <p>Able to deal sensitively with people and resolve conflicts</p> <p>Social, emotional and practical intelligence and application</p> | <p>The use of a range of tools and evidence, including performance data, to support, monitor, evaluate and improve aspects of school performance</p> |