|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Essential | Desirable | Assessed via |  |  |
| **Qualifications:**  |
| QTS | 🗸 |  | Application form and interviewCertificates checked at interview |  |  |
| Evidence of Further Professional Studies/qualifications related to special education | 🗸 |  |  |  |
| Evidence of senior leadership training  |  | 🗸 |  |  |
| GCSE or equivalent in Maths, English and ICT | 🗸 |  |  |  |
| **Experience:**  |
| 2 years’ experience working in leadership role in a special educational environment | 🗸 |  | Application form |  |  |
| Minimum of 3 recent years teaching experience gained in a special school teaching pupils with SLD, PMLD or autistic pupils with significant learning difficulties | 🗸 |  | Application form |  |  |
| Recent experience within 3 years’ experience teaching in EYFS, nursery or primary age group  | 🗸 |  |  |  |  |
| Meets Teacher Standards | 🗸 |  | interview |  |  |
| Experience working with pupils who display challenging behaviour | 🗸 |  | Application form&interview |  |  |
| Experience providing coaching, mentoring and training to a range of staff groups | 🗸 |  | Application, presentation |  |  |
| Experience in inducting newly qualified teachers and the reporting processes required |  | 🗸 | Application, interview |  |  |
| Experience carrying out performance management of staff, including managing underperformance. | 🗸 |  | Application, interview |  |  |
| Safeguarding procedures and/or specific safeguarding role | 🗸 |  | Application, interview |  |  |
| **Knowledge and Skills:** |
| Able to inspire others and secure commitment to the work of the school | 🗸 |  | presentation |  |  |
| Confident and able to take full responsibility for the school including taking key decisions and managing emergencies if necessary in the absence of the Head Teacher  | 🗸 |  | interview |  |  |
| Thorough understanding of safeguarding procedures | 🗸 |  | interview |  |  |
| Understands the needs of students with learning difficulties | 🗸 |  | presentation |  |  |
| Understands the needs of the full range of pupils at Oaklands including students with SLD, PMLD and autistic pupils | 🗸 |  | presentation |  |  |
| Able to demonstrate and advise teachers in the use of a wide range of teaching methods used in school including TEACCH, visual strategies and sensory approaches | 🗸 |  | task |  |  |
| Able to demonstrate and advise teachers in the use of a wide range of communication approaches including PECs, Makaton, AAC, body signing and intensive interaction | 🗸 |  | task |  |  |
| Skilled in behavioural techniques, able to analyse behaviour recording, design behaviour programmes. | 🗸 |  | application |  |  |
| Competent using a range of ICT | 🗸 |  | application |  |  |
| Familiar with a range of assessment tools | 🗸 |  | interview |  |  |
| Familiar with assessment systems used at Oaklands (EYFS curriculum, IMPACTS, p levels, SOLAR) |  | 🗸 | interview |  |  |
| Familiar with HR processes related to attendance, underperformance and disciplinary matters. |  | 🗸 | interview |  |  |
| Willing to undertake training and other CPD activities in order to further develop the specialist skills needed for the role | 🗸 |  | interview |  |  |
| **Other skills:**  |
| Able to, speak and write in grammatically correct English for a range of audiences and for a range of purposes . | 🗸 |  | Interview/task |  |  |
| Ability to speak more than one language |  | 🗸 | application |  |  |
| Able to drive a minibus |  | 🗸 | application |  |  |
| **Personal Qualities:** |
| The candidate is willing to put our student’s needs at the centre of all they do at work.  | 🗸 |  | Interview, presentation |  |  |
| Excellence record in both attendance and punctuality. Not in Management of Absence process. | 🗸 |  | Reference |  |  |
| Team Leader | 🗸 |  | Interview |  |  |
| Approachable, polite and professional | 🗸 |  | Interview  |  |  |
| Resilient. Able to meet demands of a challenging high pressured environment and deal with emergencies when required | 🗸 |  | interview |  |  |
| Flexible. Able to manage last minute changes when required | 🗸 |  | interview |  |  |
| Physically able to undertake all aspects of the role  | 🗸 |  | interview |  |  |
| High expectations of self and others | 🗸 |  | interview |  |  |
| Well-groomed and presented in line with requirement of the role. | 🗸 |  | interview |  |  |
| Committed to equality of opportunity for all | 🗸 |  | interview |  |  |