**Person Specification for Assistant Head Life Skills Pathway**

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|  | Essential | Desirable | | Assessed via |  | |  |
| **Qualifications:** | | | | | | | |
| QTS or QTLS | 🗸 |  | | Application form and interview  Certificates checked at interview |  | |  |
| Evidence of Further Professional Studies/qualifications related to special education | 🗸 |  | |  | |  |
| Evidence of middle leadership training |  | 🗸 | |  | |  |
| GCSE or equivalent in Maths, English and ICT | 🗸 |  | |  | |  |
| **Experience:** | | | | | | | |
| Experience working in a middle leadership position leadership role or of taking on significant area of responsibility in a special educational environment | 🗸 |  | | Application form | |  |  |
| Minimum of 3 years teaching experience gained in a special educational setting including students with Autism and SLD | 🗸 |  | | Application form | |  |  |
| Experience pf working collaboratively with Therapists and multi-disciplinary teams |  | 🗸 | | Application form  &interview | |  |  |
| Experience providing, mentoring and training to a range of staff groups | 🗸 |  | | Application, presentation | |  |  |
| Experience carrying our performance management of staff. | 🗸 |  | | Application, interview | |  |  |
| **Knowledge and Skills:** | | | | | | | |
| Able to inspire others and secure commitment to the work of the College | 🗸 |  | presentation | |  | |  |
| Able to deputise in the absence of the Head of College | 🗸 |  | interview | |  | |  |
| Thorough understanding of adult safeguarding procedures | 🗸 |  | interview | |  | |  |
| Understands the needs of students with learning difficulties | 🗸 |  | presentation | |  | |  |
| Understands the needs of the full range of pupils at Great Oaks 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 College including switch adapted ICT, Multisensory approaches, sensory development, TAC PAC, Story Massage | 🗸 |  | 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. |  | 🗸 | task | |  | |  |
| Familiar with a range of sensory assessment tools | 🗸 |  |  | |  | |  |
| Familiar with assessment systems used at Great Oaks (IMPACTS, SOLAR, M levels, entry levels, accredited schemes) |  | 🗸 |  | |  | |  |
| 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 | |  | |  |
| Excellent record in both attendance and punctuality. Not in Management of Absence process. | 🗸 |  | Reference | |  | |  |
| Team Leader, able to establish and maintain professional relationships with colleagues | 🗸 |  | 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 | |  | |  |