



PERSON SPECIFICATION FOR Headteacher

Candidates must demonstrate on the Application form that they meet all of the essential criteria on the Person Specification as these will form the basis of the short listing process.

The Amicus Community

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Please note that all attributes listed under 'desirable' are just that, and the lack of any or all of these should in no way inhibit people from applying for the post. The Amicus Community offers an extensive internal training programme to employees.

Specification	Essential	Desirable
Experience	<ul style="list-style-type: none"> • Experience of educating children with severe social, emotional and mental health difficulties. • Experience of working with challenging behaviour. • Experience of working within a therapeutic or psychodynamic model or within a therapeutic environment • Previous educational management experience at the as a member of the School Leadership Team • At least 5 years experience in a post qualified role. • Exemplary classroom practitioner with commitment to developing children's potential. • Experience of national strategies and their impact on teaching and learning. • Experience of working with Teaching/ Learning support assistants and other support staff. • Experience of evidencing, tracking and raising student's progress • Experience in Safeguarding as a member of the school leadership team 	<ul style="list-style-type: none"> • Educational management experience as a Head of School or Head of Education • Experience in Safeguarding, • Supervisory experience. • Able to demonstrate knowledge of integrating psychoanalytic principles and theory into practice. • Experience of facilitating groups • Experience in supporting the leadership of safeguarding as a Deputy Designated Safeguarding lead
Qualifications	<ul style="list-style-type: none"> • Educated to degree level. • Qualified Teacher Status. • Evidence of recent and appropriate professional development. • Management training such as NPQML/NPQSL 	<ul style="list-style-type: none"> • Educated to Masters level. • Training in areas related to: Psychology, child development, psychodynamic theory, attachment theory, group dynamics. • To have or be working towards NPQH
Knowledge	<ul style="list-style-type: none"> • An understanding of the role of monitoring to improve the quality of teaching and learning. • An understanding of assessment in its broadest sense and how it may be used to measure children's learning and progress. • Willingness to undertake training to expand knowledge in relevant areas (e.g. legislations, working to psychodynamic principals). • Able to demonstrate good knowledge of equal opportunities and anti-discriminatory practice. • Current and updated knowledge of the National Education Agenda, curriculum frameworks and Ofsted frameworks within which the school operates • Thorough understanding of the SEND Code of Practice, 'Working together to safeguard children' and 'Keeping Children Safe in Education' and current and updated knowledge of all safeguarding practices and procedures • Able to demonstrate knowledge of Independent School Standards. • Experience with and understanding of the requirement for Ofsted Inspections and the preparations around them. • Familiar with all aspects of confidentiality. • Knowledge of the support and understanding needed by vulnerable children and young people. • Well-grounded knowledge of child development, SEN and the effects on trauma and its application and implications in the work 	<ul style="list-style-type: none"> • Recent experience and knowledge of inspections under the new Ofsted framework • Demonstrable knowledge of strategies to improve the standard of teaching and learning in special education

Specification	Essential	Desirable
Skills	<ul style="list-style-type: none"> • Leadership and organisational skills and an ability to lead by example. • Able to facilitate meetings. • Able to communicate effectively in speech and writing with pupils, colleagues and other professionals. • Able to communicate effectively with young people in a residential/educational environment whilst maintaining appropriate boundaries and sense of relationships often under extreme provocation. • Able to work within a team and on own initiative. • Able to work effectively and calmly within stressful situations. • Good organisational skills • Able to think creatively. • Able to demonstrate ability for self reflection and understanding. • Ability to manage time effectively and work to deadlines. • Able to maintain firm personnel and professional boundaries. • Able to physically restrain (with appropriate training) children where necessary. • Able to negotiate and compromise. • Confident use of ICT • An ability to respond flexibly to changing circumstances. 	<ul style="list-style-type: none"> • Able to demonstrate skills or an interest in activities relevant to post – e.g. arts and crafts, sporting and outdoor activities. • Able to facilitate meetings.
Personal Characteristics	<ul style="list-style-type: none"> • To be able to demonstrate the ability to ‘cope’ with emotionally challenging situations and to act appropriately under pressure. • A sense of humour, positive attitude and resilience. 	<ul style="list-style-type: none"> • Willingness to attend own psychotherapy.
Other requirements	<ul style="list-style-type: none"> • To be able to comply with all data protection regulations (including GDPR) and safer recruitment requirements. • To live within a reasonable travelling distance for on-call duties when required 	<ul style="list-style-type: none"> • Able to work overtime if required.

The Amicus Community provides regular support and supervision as well as work related training and development opportunities.