**Person Specification**

**Experience and Qualifications** (All of the shortlisting criteria listed are essential)

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| --- | --- | --- | --- | --- |
| ***Criterion*** | ***Information available from*** | | | |
| ***E*** | ***Application*** | ***Interview*** | ***Other*** |
| Holds a DfE recognised qualified teacher status | ***E*** | **🗸** |  |  |
| Has undertaken post qualification study. | ***E*** | **🗸** |  |  |
| Evidence of updating professional skills, including management development. | ***E*** | **🗸** |  |  |
| Extensive experience of leading teams and mentoring / developing the skills and knowledge of colleagues. | ***E*** | **🗸** |  |  |
| Extensive experience of senior management in a special school/specialist provision as a Deputy Headteacher, Assistant Headteacher or in a senior teaching role which is established in middle management. | ***E*** | **🗸** |  |  |
| Currently a serving Assistant or Deputy Headteacher | ***E*** | **🗸** |  |  |
| Experience of working in organisations with significant cultural diversity. | ***E*** | **🗸** | **🗸** |  |
| Experience of leading teams in curriculum or policy developments. | ***E*** | **🗸** | **🗸** |  |
| Extensive experience of providing / organising training for other staff. | ***E*** | **🗸** | **🗸** |  |
| Successful experience of teaching pupils across a broad range of the attainment spectrum. | ***E*** | **🗸** | **🗸** |  |
| Evidence of expertise and success in raising pupil achievement and securing school improvement. | ***E*** | **🗸** | **🗸** |  |
| Experience of the collection and interpretation of data related to pupil attainment at a whole school level | ***E*** | **🗸** | **🗸** |  |

**Professional Ability**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Criterion*** | ***Information available from*** | | | |
| ***E*** | ***Application*** | ***Interview*** | ***Other*** |
| Demonstrates a sound understanding of the qualities of good teaching and effective learning and how these can be applied to raise pupil attainment. | ***E*** | **🗸** | **🗸** |  |
| Demonstrates an understanding of the organisation and the ability to lead on all aspects of whole school; curriculum, assessment, standards, organisation (to include timetabling) and pupil behaviour at Trinity school. | ***E*** | **🗸** | **🗸** | ***✓*** |
| Demonstrates a working knowledge of school development planning, including the development of effective monitoring and evaluation strategies. | ***E*** | **🗸** | **🗸** |  |
| Demonstrates the ability to mentor colleagues advices on their professional development, organise and implement staff development | ***E*** | **🗸** | **🗸** |  |
| Demonstrates an ability to manage / prioritise a diverse range of tasks | ***E*** | **🗸** | **🗸** | ***✓*** |
| Has clear vision and strong commitment to staff development and training for all employees. | ***E*** | **🗸** | **🗸** | ***✓*** |
| Has the ability and strong commitment to working in partnership with staff and other managers. | ***E*** | **🗸** | **🗸** |  |
| Has the ability to undertake presentations to others. This includes the ability to be accountable for presenting whole school information to internal and external stakeholders, including Ofsted and the Governing Body | ***E*** | **🗸** | **🗸** | ***✓*** |
| Thorough knowledge of the school's roles and responsibilities in relation to safeguarding along with willingness to undertake the role of Deputy Safeguarding Lead | ***E*** | **🗸** | **🗸** |  |
| Can set, maintain and actively promote high standards of student behaviour. | ***E*** | **🗸** | **🗸** |  |
| Thorough knowledge of legislation relating to curriculum and assessment. | ***E*** | **🗸** | **🗸** |  |

**Personal qualities**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Criterion*** | ***Information available from*** | | | |
| ***E*** | ***Application*** | ***Interview*** | ***Other*** |
| Evidence of good leadership skills and professional competence; the ability to lead and manage people to work as individuals and as a team towards a common goal. | ***E*** | **🗸** | **🗸** |  |
| Shows a strong commitment to equity in provision to pupils. | ***E*** | **🗸** | **🗸** |  |
| Shows a strong commitment to equity in dealing with staff. | ***E*** | **🗸** | **🗸** |  |
| The ability to envision, enthuse, inspire and motivate students, staff and parents. | ***E*** | **🗸** | **🗸** |  |
| Willingness to oversee and provide a link between the Extended Schools Manager and Senior Leadership Team. This will also include being part of the rota to provide safeguarding cover during School holidays and after School for both Extended Schools and our ARP which runs for 48 weeks per year. | **🗸** | **🗸** | **🗸** |  |
| Good decision making skills; the ability to identify and implement solutions to complex problems. | ***E*** | **🗸** | **🗸** |  |
| Shows a willingness to respond to critical incidents within the context of the management of a school. | ***E*** | **🗸** | **🗸** |  |
| Excellent oral and written communication skills. | ***E*** | **🗸** | **🗸** | ***✓*** |
| An ability to reflect on and improve own performance, whilst remaining focussed on whole school outcomes | ***E*** | **🗸** | **🗸** |  |
| To work well under pressure and be able to overcome challenges with a positive attitude | ***E*** | **🗸** | **🗸** |  |
| Have good interpersonal skills. | ***E*** |  | **🗸** |  |
| Good self-management skills including the ability to plan one's time effectively but ensuring that all deadlines required of the post are met. | ***E*** |  | **🗸** | ***✓*** |
| A high level of personal integrity and probity. | ***E*** |  | **🗸** |  |
| The ability to have a whole school outlook and excellent organisational management skills particularly when carrying out whole school timetabling and the annual EHC review calender | ***E*** | **🗸** | **🗸** |  |

**N.B. The Selection Panel will be looking for evidence in your application form of your strengths and abilities in relation to the criteria set out in this person specification.**