**THE NORTH AND SOUTH WEST DURHAM LEARNING FEDERATION**

**THE OAKS SECONDARY** **SCHOOL**

**POST OF ASSISTANT HEADTEACHER**

**PERSON SPECIFICATION AND CRITERIA FOR SELECTION**

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| **category** | **essential** | **desirable** | **where identified** |
| **application** | * Well written and structured supporting letter indicating beliefs, understanding of important educational issues likely to result in sustained improvement in pupil achievement and well being
* Fully supported in reference
 |  | 1. Application Form
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| **qualifications** | 1. Qualified Teacher status
 | 1. Either evidence of relevant further study - this could be ongoing and/or Further Professional Qualifications
2. Initial teacher training in education of pupils with learning difficulties and disabilities or additional post graduate qualification in SEN
 | 1. Application
 |
| **experience** | 1. A record of successful teaching in special schools involving teaching pupils with moderate, severe and complex learning difficulties and autism spectrum conditions
2. Experience of successful middle or senior leadership
3. Ability to demonstrate high standards of classroom practice
4. Experience of successfully raising pupil achievement
 | 1. A proven record in managing and promoting curriculum development
2. Experience of managing the requirements of SEN Code of Practice
3. Experience of multi-professional liaison and transition arrangements for pupils and students moving on to the next phase
 | 1. Application Form
2. References
3. Interview
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| **professional development** | 1. Attendance at courses covering leadership, management and curriculum relevant to a school of this type
 | 1. Experience of planning, delivering and managing staff development
2. Safeguarding Level 1 training
3. Up to date training in Team Teach
 | 1. Application Form
2. References
3. Interview
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| **skills** | 1. Ability to communicate effectively in a variety of situations
2. Ability to work in and lead a team
3. Proven leadership skills and capacity to plan strategically
4. Curriculum management – planning, delivery and assessment
5. Ability to undertake robust self evaluation processes and use pupil performance data to identify and set relevant school improvement targets
 | 1. Skills in performance management
 | 1. Application Form
2. References
3. Interview
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| **special knowledge** | 1. Detailed knowledge of the structure and content of the National Curriculum and the appropriate curriculum modifications required by pupils with a range of moderate, severe and/or complex SEN including those with Autism Spectrum Conditions
2. A clear vision and understanding of the needs of pupils with special needs
3. Knowledge and understanding of current issues in education
4. Practical understanding of the range of behaviour that SEN pupils present and knowledge and experience of a range of strategies to manage this
 | * Experience of leading pastoral care of a specific group of pupils
* Knowledge of the range of qualifications and accreditions available for students
 | 1. Application Form
2. References
3. Interview
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| **personal attributes** | 1. Ability to demonstrate enthusiasm and sensitivity whilst working with others
2. Ability to demonstrate a stimulating and innovative approach
3. Ability to initiate and manage change
4. Caring attitude towards pupils and parents
5. Ability to work with parents as partners
6. Evidence of being able to build and sustain effective working relationships with staff, Governors, parents and the wider community
7. Flexibility and adaptability in order to be able to mix and work with a wide range of people
8. Ability to work under pressure
9. Enthusiasm, drive and personal resilience
10. Commitment to supporting the inclusion of pupils with SEN including collaborative working with mainstream schools, colleges and other providers
 |  | 1. Application Form
2. References
3. Interview
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