

**Person Specification**

The governing body, with your agreement, to reflect or anticipate changes in the job commensurate with the job title and salary, may modify the person specification

Method of candidate assessment:

A = Application

I = Interview

R = Reference

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| **Essentials**  | **Desirable**  | **A/I/R** |
| **Qualifications**  |
| Qualified Teacher Status | NPQHAn additional special qualification in SEND | A/I/R |
| Evidence of relevant professional development and training at a senior leadership level, including safeguarding and financial management  |  | A/I |
| Commitment to further develop own professional knowledge and skills  |  | A/I |
| **Experience**  |
| Substantial experience of successful leadership at a senior level in SEND environment  | Experience with SEN pupils  | A/I |
| Experience of collaborative working with vulnerable families and multi-agency teams to support pupils and their families  |  | A/I/R |
| Experience of managing change  |  | A/I/R |
| Understanding of financial planning, budgetary management and principles of best value  |  | A/I |
| Proven record of innovative curriculum design that reflects the needs of the pupils  |  | A/I/R |
| Experience of managing and leading a wide range of staff |  | A/I/R |
| Experience as a lead for appraisal  |  | A/I |
| Experience of planning, and evaluating a School Development Plan  |  | A/I |
| Experience of using a range of tools and evidence, including learner performance data, to support, monitor, evaluate and raise standards in all aspects of provision  |  | A/I |
| Experience of working successfully with governors, parents, Local Authority and other partners  | Successful experience of working with a diverse community | A/I |
| Evidence of implementing effective whole school safeguarding policies and practices  | Experience of being the Designated or Deputy Designated Lead for Safeguarding  | A/I |
| Knowledge and experience of the common inspection framework in a leadership and management role  |  | A/I |
| **Abilities and skills** |
| To develop and communicate a clear vision so that others are inspired to embrace it  |  | A/I/R |
| Able to provide effective and inspirational leadership that inspires confidence and motivates staff, parents and pupils  |  | A/I/R |
| Able to prioritise and organise the demands of being a head teacher and being able to delegate effectively  |  | A/I |
| Experience of leading and managing a wide range of staff  |  | A/I |
| Demonstrate excellent interpersonal skills, both written and oral |  | A/I/R |
| **Knowledge and Understanding**  |
| Knowledge and understanding of pupils with special educational needs including complex autism and severe learning difficulties  | Experience of managing transitions to the next setting | A/I |
| Clear understanding of the role of self-evaluation in the continuous improvement of the School |  | A/I |
| Knowledge and understanding of local and national trends and requirements in special education  |  | A/I |
| Secure knowledge and understanding of safeguarding procedures  | An understanding of the role of extended school activities and the role they play in the community  | A/I |
| Knowledge and understanding of legal issues, including equal opportunities  |  | A/I |
| **Personal Qualities**  |
| Exceptional role model with the highest of standards of integrity, who is approachable and demonstrates a strong and collaborative leadership style  |  | A/I/R |
| Dynamic and reflective leadership qualities that ensure the continual drive towards excellence for all pupils  |  | A/I |
| Ability to make difficult decisions based on putting the pupils first  |  | A/I |
| Ability to manage change and work under pressure  |  | A/I |
| Willingness to ask for advice and support where necessary  |  | A/I |

Agreed: 03.12.2020