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**Person Specification for Assistant Head Teacher at Beaufort Special School**

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| **Criteria** | **Essential/Desirable** | **Assessed by** |
| **Qualifications & Training** |
| Qualified Teacher Status (QTS) | Essential | A |
| Honours degree | Essential | A |
| Evidence of ongoing CPD, including leadership or safeguarding training | Essential | A |
| Commitment to further developing professional knowledge and leadership skills | Essential | A/I |
| NPQSL, NPQH or similar senior leadership qualification | Desirable | A |
| Additional qualification in SEND or leadership (e.g. NASENCo) | Desirable | A |
| Recent DSL/DDSL training | Desirable | A |
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| **Criteria** | **Essential/Desirable** | **Assessed by** |
| **Knowledge** |
| Strong understanding of SEND | Essential | A/I |
| Knowledge of effective teaching and learning strategies for complex learners | Essential | A/I |
| Thorough understanding of safeguarding and child protection | Essential | A/I |
| Knowledge of Ofsted frameworks and school improvement planning | Essential | I |
| Understanding of performance management processes | Essential | A/I |
| Experience in EHCP delivery and review | Desirable | A/I |
| Familiarity with improvement strategies in a school under Special Measures | Desirable | I |
| Experience managing appraisal and capability | Desirable | A/I |
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| **Criteria** | **Essential/Desirable** | **Assessed by** |
| **Experience & Skills** |
| Significant experience in a special school or SEND provision | Essential | A/I/R |
| Evidence of improving teaching and learning | Essential | A/I/R |
| Experience using data and assessment to improve pupil progress | Essential | A/I/R |
| Experience working with external professionals (e.g. health, therapy, social care) | Essential | A/I |
| Experience contributing to or leading school self-evaluation | Essential | A/I |
| Understanding of inclusive practice and positive behaviour support | Essential | A/I |
| Effective communication with a wide range of stakeholders | Essential | A/I |
| Leadership experience in a special school setting | Desirable | A/I/R |
| Experience leading CPD and developing teaching strategies | Desirable | A/I |
| Familiarity with holistic progress tracking systems | Desirable | A/I |
| Multi-agency working at a strategic level | Desirable | A/I |
| Leading successful inspection preparation or recovery | Desirable | A/I |
| Experience developing whole-school inclusive strategies | Desirable | A/I |
| Experience presenting to Governors, Trusts or external agencies | Desirable | A/I |
| Leading successful inspection preparation or recovery | Desirable | A/I |
| Experience developing whole-school inclusive strategies | Desirable | A/I |
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| **Leadership Attributes** |
| **Criteria** | **Essential/Desirable** | **Assessed by** |
| Resilient, reflective, and solution-focused under pressure | Essential | I |
| Visible, approachable and supportive leader | Essential | I |
| Ability to motivate and hold others to account | Essential | I/R |
| Commitment to inclusive values and improvement culture | Essential | A/I |
| Evidence of driving improvement initiatives | Essential | A/I |
| Leadership in a school facing challenge or special measures | Desirable | A/I |
| Strategic leadership in curriculum, behaviour or safeguarding | Desirable | A/I |
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| **Other Requirements** |
| **Criteria** | **Essential/Desirable** | **Assessed by** |
| Fluent English communication skills | Essential | I |
| Able to work flexibly to meet the needs of a special school | Essential | I |
| Willingness to work closely with external partners and inspectors | Essential | I |