

## Person Specification

### Assistant Headteacher to lead the Curriculum Pathway for students with profound impairment, multiple disabilities (known as PMLD)

		Essential	Desirable
<b>Experience</b>	<ol style="list-style-type: none"> <li>1. Significant successful experience in leadership and management of teachers in a special school or specialist SEN setting.</li> <li>2. Successful experience of monitoring, evaluating and improving student achievement, attainment, personal development, engagement and well-being across a school.</li> <li>3. Experience of successfully challenging underperformance of staff and students.</li> <li>4. Successful experience of implementing strategies to improve student attainment and progress and to remove barriers to learning.</li> <li>5. Successful experience of managing change in an educational setting.</li> <li>6. Successful experience in the leadership of teams.</li> <li>7. Successful teaching experience in the secondary phase, including within specialist SEN settings.</li> <li>8. Evidence of delivering continuing professional development to staff.</li> </ol>		
	<ol style="list-style-type: none"> <li>9. Experience of working with outside agencies in order to promote student achievement and wellbeing.</li> </ol>		
<b>Qualifications</b>	<ol style="list-style-type: none"> <li>1. A Graduate with Q.T.S status.</li> <li>2. Evidence of further postgraduate study, e.g. PG Dip PMLD.</li> </ol>		
<b>Training</b>	<ol style="list-style-type: none"> <li>3. Evidence of additional recent and continuing professional development in areas such as multi-sensory or autism approaches</li> </ol>		
<b>Special Knowledge and Skills</b>	<ol style="list-style-type: none"> <li>1. A secure understanding of leadership and the contribution it makes to school improvement.</li> <li>2. High level organisational and management skills.</li> <li>3. The ability to communicate vision and strategy effectively and persuasively in a variety of contexts.</li> <li>4. The ability to evaluate colleagues' work and provide supportive feedback securing improvement.</li> <li>5. An understanding of issues related to improving the quality of provision and practice in schools.</li> <li>6. An understanding of strategies to improve communication skills, engagement and behaviour in a range of educational settings.</li> <li>7. An understanding of developing effective intervention strategies in order to raise attainment for students with cognitive disabilities.</li> <li>8. An understanding of factors supporting school improvement, and how to secure and sustain effective learning and progress .</li> <li>9. A knowledge of Britain's minority cultures and a commitment to learn about all Bradford's communities.</li> <li>10. An understanding of equal opportunities in special and secondary education.</li> <li>11. An understanding of current educational issues and relevant legislation.</li> <li>12. Skilled in the use of ICT and possessing understanding of its potential contribution to school provision and improvement.</li> <li>13. A working understanding of the inspection framework and its implications for school leadership.</li> <li>14. A good fit with the values of the Co-op Academies Trust</li> </ol>		
<b>Personal Attributes</b>	<ol style="list-style-type: none"> <li>1. A proactive leader with the desire to be accountable for delegated areas of responsibility.</li> <li>2. Personal impact and presence which communicates clear values and clear principles.</li> <li>3. The ability to understand complex matters holistically and develop strategy to achieve coherence.</li> </ol>		

	<ul style="list-style-type: none"> <li>4. Emotional intelligence with the ability to recognise and manage stress effectively in self and others.</li> <li>5. Self confidence and the ability appropriately to challenge the thinking of colleagues and others at all levels.</li> <li>6. Commitment to learning for self and the development of own skills and knowledge.</li> <li>7. The ability to inspire, enthuse and motivate all members of the school community.</li> <li>8. Openness, good humour, energy, enthusiasm and a sense of proportion.</li> <li>9. Commitment to professional development in self and others.</li> <li>10. Commitment to safeguarding young people.</li> <li>11. Commitment to the principles of inclusive education.</li> <li>12. Resilience, self-motivation, stamina and the ability to undertake a variety of roles in a pressurised and demanding context.</li> </ul>		
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