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|  **Training and Qualifications** |
| Essential | * Qualified Teacher Status for a minimum of 5 years
* Evidence of participation in recent and regular continuing professional development
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| Highly Desirable | * Accredited postgraduate training in SEN
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| Desirable | * Higher degree qualification
* NPQSL or willingness to enrol on course within 12 months of taking up appointment
* Knowledge of Treatment and Education of Autistic and related Communication handicapped Children (TEACCH)
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| **Professional Experience** |
| Essential | * Current or recent experience as middle leader of a school, ideally already a Year Group Leader/Subject Leader/Phase Leader or equivalent
* Evidence of working collaboratively with other schools
* Experience of effectively leading and supporting staff
* Have a vision of leadership and what it entails
* Successful practical classroom teaching experience to a good or higher standard
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| Highly Desirable | * Experience as a member of the middle management team of a school
* Practical experience of successfully leading and managing change through an improvement project in a school environment
* Experience of delivering value for money
* Successful practical classroom teaching experience in a special needs environment (special school or dedicated special needs unit)
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| Desirable | * Practical classroom experience of successfully teaching pupils with special educational needs at two or more different key stages
* Practical classroom experience of successfully teaching pupils with a range of special educational needs and disabilities (SLD, PMLD, ASC, etc.)
* Practical experience of successfully managing, engaging and motivating pupils with a range of SEMH difficulties
* Practical experience of developing and implementing a broad and appropriate curriculum for pupils with complex learning needs
* Practical experience of pupil performance data capture and analysis in a special school setting
* Practical experience of working successfully with governors and parents
* Practical experience of working successfully with health and social care professionals
* Practical experience of providing / organising training for other staff
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| **Professional Knowledge and Understanding** |
| Essential | * Knowledge and understanding of the national curriculum framework for England
* Knowledge and understanding of the SEND reforms and the SEND code of practice: 0 to 25 years, as they affect special schools, special provisions and their pupils or willingness to research and implement within a time period
* Knowledge and understanding of the EYFS framework and its application in special needs settings or willingness to research and implement within a time period
* Knowledge and understanding of the Ofsted inspection framework and willingness to keep well-informed with updates
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| Highly Desirable | * Knowledge and understanding of setting appropriate attainment targets for pupils with SEN or willingness to research and implement within a time period
* Knowledge and understanding of the use of benchmarking to monitor and improve pupil performance
* Knowledge and understanding of curriculum development, planning and implementation, including experience of thematic based curriculum frameworks
* Knowledge and understanding of safeguarding practices and procedures
* Knowledge and understanding of the use of a range of tools and performance data to monitor, evaluate, support, track and report upon pupil attainment, achievements and progress or willingness to research and implement within a time period
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| Desirable | * Knowledge and understanding of effective strategies for dealing with challenging behaviours frequently used in special school settings (Team-Teach etc.)
* Knowledge and understanding of effective teaching and learning strategies frequently used in special school settings (TEACCH, CIP, Makaton, Total Communication etc.)
* Knowledge and understanding of performance management of staff
* Experience of managing departmental budgets
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| **Personal Skills** |
| Ability to: | * Accept responsibility
* Relate well to pupils and parents/carers
* Motivate and manage people effectively, both individually and in teams
* Positively influence others
* Communicate effectively at all levels, both orally and in writing
* Leading and working effectively a team
* Think and plan strategically
* Prioritise and manage their time effectively
* Plan and implement change
* Use, analyse and interpret school performance data
* Work under pressure and to meet deadlines
* Solve problems
* Exercise good judgement
* Adapt to changing circumstances and new ideas in a positive and creative manner
* Work flexibly
* Supervise effectively
* Use IT systems effectively
* Works with Governing Body by keeping them fully informed, engaged in future planning and responding effectively to their challenges and strategic direction.
* Is able to demonstrate an exceptional example of professional conduct and performance.
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| **Personal Qualities and Attributes** |
| A person who: | * Is demonstrably passionate about special educational needs
* Is a dedicated professional who motivates and inspires
* Maintains high personal standards and engenders the same in others
* Acts with integrity and sensitivity at all times
* Is approachable, caring and empathetic
* Is adaptable and flexible
* Is reliable, but flexible
* Puts the quality of the service above all other considerations
* Is an outstanding ambassador for the school
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March 2021