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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 |
| Highly Desirable | * Accredited postgraduate training in SEN |
| 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) |
| **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 |
| 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) |
| 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 |
| **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 |
| 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 |
| 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 |
| **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. |
| **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 |

March 2021