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|  | ESSENTIAL | **DESIRABLE** | **HOW MEASURED** |
| **EXPERIENCE** | 1. **Substantial experience of teaching pupils with complex learning difficulties** 2. **Evidence of outstanding classroom practice** 3. **Substantial and recent school-wide leadership experience** 4. **Substantial experience of leadership within a special school setting** 5. **Experience of leading the development of a major area of the school** 6. **Responsibility for developing, monitoring and evaluating the impact of a significant area of school provision.** | 1. **A range of teaching experience at the primary phase** 2. **Experience of working as part of a multi-agency team to meet the needs of pupils and their families.** 3. **Experience of working with children and families from a range of cultures** 4. **Experiencing of assessing children’s and families’ needs through the Early Help process** | **Application form Interview**  **References** |
| **EDUCATION, TRAINING AND**  **QUALIFICATIONS** | 1. **Qualified Teacher Status** 2. **Recent participation in appropriate professional development as a senior school leader e.g. National Professional Qualification for Senior Leaders or a special school leadership course** | 1. **A first degree or equivalent** 2. **A qualification in the education of pupils with SEN** 3. **A full driving licence and car insurance for business use** | **Application form/ certificates**  **References** |

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|  | ESSENTIAL | **DESIRABLE** | **HOW MEASURED** |
| **SKILLS AND**  **KNOWLEDGE** | 1. **Knowledge of current trends and issues in special school education** 2. **Knowledge of the Code of Practice for Special Educational Needs and its implications for schools** 3. **Evidence of success and understanding of:**  * **the Primary/National Curriculum programmes of learning and assessment** * **issues involved in the management of change** * **strategies for improving the quality of teaching and learning.** * **strategies for school improvement.** * **the implications of common disabilities in children for teaching & learning at school and for families of pupils** * **strategies which promote good behaviour & discipline** * **an appropriate range of teaching strategies for pupils with complex learning difficulties.**  1. **Knowledge of basic ICT applications for information storage and retrieval and ability to write own reports using word processing software.** | 1. **Knowledge and experience of visual language systems for communication and giving information to pupils.** 2. **Knowledge and experience of budget planning and management systems.** 3. **Knowledge and experience of typical support services for pupils’ families and operating procedures.** 4. **Knowledge of specific programmes for supporting children with complex needs; for example the MOVE programme for teaching mobility skills, Routes for Learning** | **Application & Interview**  **References** |

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|  | ESSENTIAL | **DESIRABLE** | **HOW MEASURED** |
| **PERSONAL QUALITIES** | 1. **A highly motivated, energetic and enthusiastic team leader who is approachable and promotes positive relationships** 2. **A proven track record as an excellent, creative teacher who motivates children** 3. **Able to relate well to children with communication and interaction problems** 4. **Effective administrative and organisational skills** 5. **Ability to communicate efficiently both orally and in writing to a wide range of audiences** 6. **Ability to manage effectively different pupil behaviours and have a commitment to a high level of pastoral care** 7. **Working knowledge of ICT for teaching and administrative purposes** 8. **Ability to cope with the pressures of a demanding management position** | **1. Ability and willingness to participate in swimming and/or hydrotherapy activities and other outdoor and physical activities** | Interview/References |

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|  | ESSENTIAL | **DESIRABLE** | **HOW MEASURED** |
| **OTHER** | 1. **Willingness to undertake further substantive training** 2. **Commitment to providing an effective learning environment appropriate to the need and abilities of all pupils** 3. **Commitment to the development and maintenance of positive partnerships between the school, parents and the community including a willingness to deliver parent workshops and nurturing programmes** |  | **Interview/References** |
| **WORKING ARRANGEMENTS** | **Ability to participate fully in planned physical interventions, in pupil personal care routines and in moving & handling pupils safely following recognised procedures** |  | Interview/Health Check |

THE POST IS SUBJECT TO:

DISCLOSURE OF CONVICTIONS UNDER THE REHABILITATION OF OFFENDERS (EXEMPTION) ACT 1975. **YES**

THE LEVEL OF DISCLOSURE FOR THIS POST IS:**ENHANCED DISCLOSURE**

- standard disclosure plus regular care, training, supervising young people

IS THE POST POLITICALLY RESTRICTED? YES NO

Completed by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_