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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 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_