**Person Specification**

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| Post Title: | DIRECTOR OF PERSONALISED SUPPORT CENTRE  |
| Accountable To: | Assistant Principal  |
| Location: | The Ruth Gorse Academy |
| Scale | Leadership Point 2-6 |
| Start date  | Easter 2021 |

**Qualifications and Experience:**

* Evidence of impact working with SEND and vulnerable learners including students living in specific circumstances.
* To have experience of supporting a wide range of SEND and vulnerable learners’ needs.
* Evidence of impact in supporting children with behaviour and inclusion needs.
* Evidence of impact in improving students’ outcomes at subject, pastoral group or whole school level.
* Evidence of a commitment to further professional training.
* Evidence of whole school impact in a secondary school.
* Evidence of on-going professional development.
* Evidence of successful team leadership.
* Evidence of good organisational and management competence.
* Evidence of having led change and developed behaviour for learning through innovation.
* Experience working with outside agencies and education providers for SEND and vulnerable students.
* Experience of contributing to the continued professional learning of colleagues.
* Experience of engaging effectively with parents and carers in learning.
* Evidence of significantly improving achievement levels for young people.
* Evidence of having implemented and led whole school strategies.
* Experience of working with the wider learning community.
* Experience of delivering CPD to improve professional practice.
* Experience of supporting learners who are New to English, or who have English as an Additional Language.

**Personal Qualities**

The successful candidate will have:

* A positive and optimistic approach to working with young people.
* A highly professional manner at all times
* The ability to motivate, inspire confidence in students, consult and encourage.
* Excellent inter-personal and communication skills.
* The ability to set high expectations and challenge under-achievement whilst retaining a positive and encouraging working relationship.
* A good focus on standards in order to raise achievements.
* A calm and clear approach when problem solving.
* Ability to form and maintain appropriate relationships and personal boundaries with children in accordance with safeguarding practice.
* To be an effective team leader and team member, able to model positive behaviour.
* Emotional intelligence.
* Evidence of an understanding of the role of a highly effective school within its community.
* Excellent communication skills – staff, governors, students, parents and the community.
* Ability to be a good ambassador for the school in external meetings.
* A good sense of humour.
* Excellent punctuality and attendance.
* The potential for further promotion.

**Strategic Direction – Leadership and Management**

* To have the ability to identify future problems and suggest solutions.
* To be able to support the Assistant Principal and other Inclusion colleagues in developing a broad range of strategies for improvement.
* To have had experience of running a budget.
* To be able to prioritise, be efficient and meet deadlines.
* To be a clear and effective line manager.
* To have an understanding of the Performance Management system and its role in improving standards.

**Teaching**

* To be an Outstanding classroom practitioner and enjoy teaching.
* To have had experience of innovative curricular development/practice.
* To understand and use target setting to improve standards.
* To show evidence of the ability to positively influence and develop the teaching of others.
* To understand the importance of self-evaluation in raising standards.

**Support and Guidance**

* To show evidence of outstanding pastoral care.
* To have had experience of innovative and impactful pastoral development/practice.
* To understand and use target setting to improve outcomes for young people.
* To show evidence of the ability to positively influence and develop the pastoral care of support staff.
* To understand the importance of self-evaluation in raising standards.