

Criteria	Essential	Desirable
Qualifications and Training	<ul style="list-style-type: none"> <li>• Qualified Teacher Status/Qualified Teaching and Learning Status</li> <li>• School leadership qualification</li> </ul>	<ul style="list-style-type: none"> <li>• Degree level qualification</li> <li>• National professional qualification for headship</li> </ul>
Experience	<ul style="list-style-type: none"> <li>• Successful leadership and management experience in SEND school</li> <li>• Teaching experience with SEND pupils</li> <li>• Involvement (as a member of a senior leadership team) in school self-evaluation and development planning</li> <li>• Demonstratable experience of successful line management and development of staff to achieve the best outcomes for pupils</li> <li>• Evidence of managing change and of delegation</li> <li>• Experience of financial resource management, ensuring efficiency, value for money and through this obtaining the best educational outcomes</li> <li>• Experience of successfully working with parents, a governing body, LA and other stakeholders to enhance the education and development of all pupils</li> <li>• Able to demonstrate inclusive leadership with a passion for working in a culturally diverse environment</li> <li>• Successful experience of positive behaviour management approach and development of a pupil inclusive learning environment</li> <li>• Ability to tackle difficult situations and make challenging decisions</li> </ul>	<ul style="list-style-type: none"> <li>• Experienced Deputy Headteacher or an existing Head of School</li> <li>• Teaching experience with SEND and Autistic pupils</li> </ul>
Skills and Knowledge	<ul style="list-style-type: none"> <li>• Sound knowledge and understanding of the wider educational agenda including current national policies and educational issues in particular relating to SEND</li> <li>• A high level of expertise in the education and development of pupils with SEND</li> <li>• Detailed knowledge of the potential barriers to learning pupils with SEND may face and how the support of a range of other professionals can support</li> <li>• Data analysis skills, and the ability to use data to set targets and identify weaknesses</li> <li>• Understanding of high-quality teaching based on evidence, and the ability to model this for others and support others to improve</li> <li>• Knowledge and experience of Safeguarding and Child protection procedures and able to sustain a safe and secure environment for pupils</li> <li>• A sound understanding of school finances, financial management and budget planning</li> <li>• Knowledge and experience of relevant HR processes</li> <li>• An understanding of how the governing body can be enabled to fulfil its role and statutory obligations</li> </ul>	
Personal Aptitude, Skills and Knowledge	<ul style="list-style-type: none"> <li>• Highly committed to achieving the best outcomes for all pupils</li> <li>• Organised and able to work under pressure, prioritise effectively, delegate and manage the workload of the post</li> <li>• Ability to think and plan on a strategic level</li> <li>• Able to deal with complex situations calmly and effectively</li> <li>• Articulate with highly effective communication and interpersonal skills</li> <li>• Ability to build strong and effective working relationships and inspire others</li> </ul>	