**Headteacher Person Specification – Rocklands School.**

The criteria below will form the basis for short listing and the interview process. Candidates should therefore consider these when responding.

A=Letter of application; I=interview.

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| **Criteria** | **Essential** | **Desirable** |  |
| Qualifications | * Degree * Teaching Qualification * NPQH or working towards * Evidence of recent relevant professional development in the last 5 years in terms of a nationally recognised qualification, specifically related to leadership and management | * Higher qualification in special education and/or management * SEN qualification/SLE status | A |
| Experience | * Experience in at least two schools, including leadership experience as a head, deputy or assistant head, in a specialist setting. * Experience as a member of a SLT in the education of pupils with SEN/Complex needs. * Evidence of applying knowledge and skills developed through nationally recognised professional development to the dynamic and pragmatic operational environment of a school-an awareness of current theoretical processes and systems in terms of leadership and management and application to school life. * Proven track record of raising educational standards, monitoring of performance of staff and experience of establishing strategies for developing effective teaching and deployment of support staff. * Experience of leading, managing and developing teams across a variety of service delivery within a school. | * Working with staff and governors on the School Development Plan and School Self-Evaluation schedule * Collaborative working with feeder schools and senior leaders in other schools | A |

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| Shaping the future | * Capacity to recognise and build on the considerable successes of the school and formulate a vision for innovation and improvement * Sound knowledge of current and future educational developments * Experience of successfully leading change and inspiring others * Knowledge of promoting and marketing the school to prospective parents | * Successful operational experience of leading whole school initiatives at good/outstanding level | A,I |
| **Criteria** | **Essential** | **Desirable** |  |
| Leading Learning & Teaching | * Ability to lead and inspire high quality teaching and learning and behaviour for learning * Ability to inspire, demonstrate and support the highest of expectations for all * Commitment to a pupil-centred approach, within an equitable and inclusive school in which the academic and personal welfare of each pupil is paramount * Successful experience of positive behaviour management and developing a pupil focused, inclusive and effective learning environment so that behaviour and attendance are at least good * To have a working and current knowledge and understanding of the curriculum for EYFS, KS1 and KS2 * To understand the effective use of data, assessment and target setting to raise standards/address weaknesses | * Experience of working within a total communication environment. * Experience of leading whole school curriculum development. | A,I. |
| Developing Self and Working with others | * Ability to manage staff changes effectively and to motivate established teams * Evidence of highly developed skills in performance management, recognising high performance and tackling underperformance. * To be a high- profile professional who demands excellence, confidence, trust and respect from the whole school and wider community * To have the necessary skills and knowledge to raise standards, promote equality, respect diversity and challenge stereotypes to promote the rights of children and young people |  | A,I. |
| **Criteria** | **Essential** | **Desirable** |  |
|  | * A commitment to the health & welfare of pupils and staff through effective pastoral care * To promote the school’s ethos of mutual respect, tolerance and empathy |  | A,I. |
| Managing the Organisation | * Ability to use strong and effective management systems underpinned by clear communication * Ability to produce and implement appropriate improvement plans and policies * Commitment to the continuation of our strong links and partnership with governors, staff, parents, pupils and other schools within the MAT and the Headteacher’s Advisory Board. * Understanding of Special School funding mechanisms. * Successful experience of effective strategic financial and resource management to achieve educational priorities and to ensure efficiency and value for money * Experience and knowledge of I.T. systems to support the leadership and management of the school including data tracking and monitoring systems. |  | A,I. |
| Securing Accountability | * Ability to delegate responsibility with accountability * To understand effective school self-evaluation and the requirements of the inspection framework for schools | * Experience of self-evaluation * Experience of the School inspection process | A,I |

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| Strengthening Community | * Ability to continue to develop the school’s response to the LA SEND reforms and developments * Commitment to promoting community links to the SEND’s community and beyond. * Ability to recognise and build on the school’s multi-agency links * Experience of using and contributing to the systems of school to school support as promoted by the academy agenda. * Extensive experience of communicating with parents/ carers and all stakeholders in a range of circumstances. | * Experience of delivering support to mainstream schools | A,I |
| Criteria | Essential | Desirable |  |
| Personal Qualities & Attributes | * To have high expectations and the ability to plan strategically to promote and deliver the school’s vision, ethos, priorities and targets whilst empowering others * To be articulate and approachable with excellent interpersonal skills both verbally and in writing * To have proven sound decision-making skills combined with the ability to lead, influence and manage change * To be astute and perceptive with strong analytical skills and the ability to use sound judgement in order to anticipate conflict and resolve issues imaginatively * To be proactive, innovative and versatile with a high level of drive, energy, enthusiasm, resilience, reliability, integrity and a sense of humour * To be able to relate empathetically to staff, pupils, parents/carers, trustees and other stakeholders * To be able to prioritise, plan and organise effectively |  | A, I. |

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| Safeguarding | * Displays commitment to the protection and safeguarding of children and young people * Has up to date knowledge and understanding of relevant legislation and guidance in relation to working with the protection of children and young people e.g. KCSIE * Will co-operate and work with relevant agencies to protect children and young people |  | A,I. |