**Person Specification Headteacher Rosebank School**

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|  |  | Essential/Desirable |
| Qualifications | Qualified Teacher Status | E |
| NPQH or further professional qualification | D |
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| Experience | School Senior Leadership Experience | E |
| Assistant or Deputy Headteacher | D |
| Working with autistic and neurodiverse children | D |
| Working with children who can demonstrate challenging behaviour in a school setting | E |
| Working with other external agencies and other professionals | E |
| Monitoring, evaluating, and improving the quality of teaching and learning | D |
| Evidence of continuing professional development | E |
| Able to develop individualised learning programmes | D |
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| Strategic development of the school | Able to develop and articulate a vision for the future direction of the school. | E |
| Able to secure the support of colleagues to fulfil the vision | E |
| Agile in thinking to identify future challenges and the changes needed to address them | E |
| Able to create and maintain an environment which promotes good behaviour and celebrates success | E |
| Able to engage the school in the local and wider community | D |
| Collaborative in working with other schools including mainstream | D |
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| Leadership and Management | Able to approach issues strategically | E |
| Visible within the school community | D |
| Able to work in partnership with Governors | E |
| Able to build trust between parents and the school | E |
| Knows and understands what is going on in the school | E |
| Good communication skills | E |
| Able to review, evaluate and develop the curriculum | D |
| Understanding of school finances and budgeting | D |
| Able to collect and use data on pupil outcomes to maximise progress | D |
| Collegiate in approach while decisive and appropriately assertive | E |
| Able to demonstrate a commitment to safeguarding children | E |
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| Knowledge and Understanding | Understanding of autism and neurodiversity | E |
| Knowledge of effective teaching strategies for autistic children | E |
| Knowledge of effective teaching strategies for other aspects of neurodiversity | D |
| Knowledge of best practice in SEND and mainstream | D |
| Understands the factors that contribute to effective self-regulation and enable children to feel safe and secure | D |
| Understanding how negative behaviours can be triggered by inappropriate management and levels of demand | E |
| Understands the impact of having an autistic child on other members of the family | D |
| Recognises the link between neurodiversity and mental health | D |
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| Personal Qualities | Able to manage time well and remain calm when under pressure | E |
| Recognises the importance of their own and staff well being | E |
| Leads by example | E |
| Emotionally intelligent | E |
| Approachable, good listener and empathetic towards pupils, families and staff | D |
| Resilient | E |
| Reflective and evaluative | E |
| Commitment to their own continuing professional development | D |
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