



## Great Arley Special School

### Headteacher Job Specification and selection criteria

**Note: Candidates failing to meet any of the essential criteria will automatically be excluded.**

#### [A] Qualifications

Qualification requirements	Essential	Desirable	Source
Qualified teacher status	✓		Cert
Degree	✓		Cert
National Professional Qualification for Headship (NPQH) or working towards		✓	Cert

#### [B] Professional Development

	Essential	Desirable	Source
Evidence of regular, recent and appropriate professional development for the role of headteacher.	✓		Cert/A/R
Evidence of recent leadership and management professional development	✓		Cert/A/R
Has successfully undertaken the Secretary of State's (NCSL, CWDC or local authority) approved safer recruitment training or has a commitment to do so before taking up post/within 12 months of taking up the post	✓		Cert/A/R
Has successfully undertaken appropriate Child Protection training/ Designated Senior Lead training	✓		Cert/A/R
Has successfully undertaken additional SEND specific training		✓	Cert/A/R

#### [C] School leadership and management experience

	Essential	Desirable	Source
Successful leadership as a headteacher		✓	A/R/I
Successful leadership as a deputy headteacher	✓		A
Have a deep knowledge and understanding of working within a special school environment		✓	I
To have taken an active involvement in leading school self-evaluation and development planning	✓		A
Knowledge and understanding of strategic financial planning and budgetary management in relation to their contribution to school improvement and pupil achievement.	✓		A/R/I
An awareness of/be fully conversant with financial management processes of a specialist maintained school.		✓	A/R/I
To demonstrate leadership of and responsibility for policy development and implementation within a school	✓		A/R/I
To demonstrate leadership of and responsibility for policy development and implementation within a special school setting		✓	A/R/I



	Essential	Desirable	Source
To demonstrate leadership of and ability to contribute to and implement staff professional development across school	✓		A/R/I

#### [D] Experience and knowledge of teaching

	Essential	Desirable	Source
Experience of teaching in more than one school	✓		A/R/I
Experience of teaching in a special school		✓	A/R/I
To have knowledge of teaching across the full age range		✓	A/R/I
Significant teaching experience within secondary		✓	A/R/I
To have a working knowledge and understanding of all 5 Key Stages (primary through to secondary)	✓		A/R/I
To be able to effectively use data, assessment and target setting to raise standards/address weaknesses	✓		A/R/I
To be able to exemplify how the needs and outcomes of all students within school have been met through high quality teaching.	✓		A/R/I

#### [E] Professional Attributes

	Essential	Desirable	Source
Demonstrate knowledge and understanding of the wide range of needs and abilities of the students at Great Arley and how these are met.	✓		A/R/I
Excellent written and verbal communication skills	✓		A/I
To be a leader of learning demonstrating, promoting and encouraging outstanding classroom practice.	✓		A/R/I
Show excellent commitment to sustained attendance at work	✓		R

#### [F] Professional Skills

Whilst the headteacher is expected to meet all aspects of the National Standards of Headship 2020 in relation to this appointment candidates are particularly required to demonstrate their knowledge and understanding of the following:

	Essential	Desirable	Source
<b>Leading Learning and Teaching</b>			
Curriculum design and management that help to provide the choice and flexibility to meet the personal learning needs of every student	✓		A/R/I
Monitoring and evaluating the effectiveness of learning and teaching, including its outcomes in terms of standards and achievement and personal development and well-being	✓		A/R/I
<b>Shaping the Future</b>			
Strategic thinking and planning that develops, communicates and carries forward a coherent and shared vision	✓		A/R/I
Leading innovation, creativity and change	✓		I



Current educational trends and issues, including national and local policies, priorities and legislation	✓		I
<b>Developing Self and working with Others</b>			
The significance of interpersonal relationships and strategies for promoting individual and team development	✓		I
The importance of partnership working and accepting appropriate support from others, including colleagues, governors and the Local Authority	✓		A/R/I
The role of collaboration and networking within and beyond the school	✓		A/R/I
<b>Managing the Organisation</b>			
Distribution and delegation of leadership responsibilities and management tasks as appropriate, and monitoring their implementation	✓		A/R/I
Establishing and sustaining effective organisational structures, systems, policy and practice	✓		A/R/I
Strategic financial planning, budgetary management and principles of best value, including evaluating the use of resources in relation to their contribution to pupil achievement	✓		A/R/I
<b>Securing Accountability</b>			
Principles and practice of quality assurance systems, including school review, self-evaluation and performance management	✓		A/R/I
Stakeholder and community, including students and parents/carers, engagement in, and accountability for, school self-evaluation and the success and celebration of its performance	✓		A/R/I
Individual, team and whole school accountability for learning outcomes	✓		A/R/I
<b>Strengthening the Community</b>			
Embracing the richness and diversity of the school's communities, and the human and physical resources within them	✓		A/R/I
Engaging in dialogue that builds partnerships and community consensus on values, beliefs and shared responsibilities	✓		A/R/I
Building and sustaining effective relationships with parents, carers, other schools and partners and the broader community that enhance the education of all pupils	✓		A/R/I

#### [G] Personal Qualities

	Essential	Desirable	Source
Continue to promote the school's strong educational philosophy and values	✓		A/R/I
Inspire, challenge, motivate and empower teams and individuals to achieve high goals	✓		I
Always be a positive role model, and highly effective and respected representative of school	✓		A/R/I
Demonstrate a capacity to be a strong presence in all areas of school	✓		A/R/I
Be approachable and person centred.	✓		I
Demonstrate personal enthusiasm and commitment to leadership aimed at making a positive difference to the young people and their families throughout the school	✓		I



	Essential	Desirable	Source
Build and maintain quality relationships through interpersonal skills and effective communication	✓		A/R/I
Demonstrate personal and professional integrity, including modelling values and vision	✓		A/R/I
Inspire trust and confidence across the school and community	✓		A/R/I
Manage and resolve conflict	✓		A/R/I
Prioritise, plan and organise themselves and others	✓		A/R/I
Think analytically and creatively and demonstrate initiative in solving problems	✓		A/R/I
Be aware of their own strengths and areas for development and listen to, and reflect constructively and act upon as appropriate, feedback from others	✓		I
Able to empathise appropriately and take necessary steps	✓		A/R/I
Demonstrate a capacity for sustained hard work with energy and vigour	✓		A/R/I
Demonstrate resilience and optimism	✓		I

**[H] Confidential References and Reports**

Positive recommendation from all referees, including current employer	Essential
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**[I] Application Form and Supporting Statement**

The form must be fully completed and any supporting statement should be clear, concise and related to the specific post.