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| **PERSON SPECIFICATION – HEAD TEACHER** |

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| **Personal Skills / Characteristics** | **Criteria**  | **Method of Assessing** |
| 1. Experience |  |  |
| * 1. Proven record of leading school improvement and raising standards
	2. Proven experience of senior management/leadership in school with relevant experience of involvement with pupils with additional needs
	3. Experience of financial and resource management
	4. Proven track record of leading and managing effective change
	5. Experience of managing challenging behaviour
	6. Experience of challenging and improving underperformance of pupils and staff
	7. Demonstrable track record of leading and motivating staff through collaboration and distributed leadership
	8. Evidence of performance monitoring including the use of data to analyse performance and self evaluation
 | E E E EEEEE | AF/AC/I AF AF AF/AC/IAF/AC/IAF/IAFAF/AC |
| 2. Qualifications and Training |  |  |
| 2.1 NPQH2.2 Qualified Teacher Status2.3 Educated to degree level2.4 Successful recent leadership experience with a proven track record as a Senior Leader2.5 Recent and appropriate professional development | DEEED | AFQQAFAF |
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| 3. Special Skills and Knowledge |  |  |
| 3.1 An ability to understand interpret analyse and use quantitative and qualitative data to support the identification of trends and improvements3.2 An ability to use analysis of quantitative and qualitative information to support decision making3.3 Experience of using other progress and attainment assessment/tracking tools 3.4 Thorough and up to date knowledge of legislation and procedures relating to safeguarding3.5 An understanding of the role of audit in the quality assurance process3.6 Experience of working with ICT systems that enable the analysis of relevant quality data and trends3.7 IT skills, e.g. Microsoft office, accessing & using email / internet | EE EDEEE | I/ACI/ACACAF/IAF/I/ACAF/ACAF/AC |
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| 4. Skills/Qualities and Attributes |  |  |
| 4.1 Strong strategic thinker who is able to motivate and inspire a school leadership team 4.2 A strategic thinker who is capable of designing a curriculum that is aspirational and individualised to meet the needs of our students | EE | AF/IAF/AC/I |
| 4.3 Ability to challenge and influence the thinking of others that may not be direct reports  | E | I/AC |
| 4.4 A dynamic outstanding positive and enthusiastic leader who conveys authority confidence approachability, warmth and humour4.5 Be approachable and highly visible to children, parents, carers and staff4.6 Be able to plan, control and monitor a school budget4.7 Be aware of risks and the need to ensure the safeguarding of students and staff at all times4.8 Be committed to social justice, equality and diversity and the promotion of core British values4.9 Through effective communication develop and maintain positive relationships with stakeholders, commissioners and the broader community4.10 Be able to engage and motivate pupils with special educational needs by broadening their experiences creating a culture of high expectation, and improved outcomes4.11 Use a range of evidence to support monitor, evaluate and improve all aspects of the schools’ performance4.12 Embrace positive risk taking, change and innovation and use them to enhance and raise standards4.13 Have the capacity to be flexible, adaptable and creative and the ability to work effectively under pressure4.14 Be able to persevere with optimism in the face of difficulties and challenge4.15 Be committed to the continuing professional development of self and others within the school so that the organisation is an effective learning environment4.16 Develop and maintain an effective working relationship with the governing body4.17 Engage in collaborative partnership working within the school, Autism East Midlands and beyond4.18 Possess proven negotiation skills to maintain and enhance the position of the school as required.4.19 Ability to fulfill all aspects of the job | EEEEEEEEDEEEEEDE | I/ACAFAF/ACAC/AFAF/I/ACAF/I/ACACAC/AFAC/IAF/AC/IAC/I AFAF/IAF/I/ACI/ACI |
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D = Desirable E = Essential

The postholder will be required to undergo and obtain a satisfactory Enhanced Disclosure and Barring Services check.

Equality Act 2010

The ways in which a disabled person meets the criteria for a post must be assessed as they would be after any reasonable adjustments required had been made. If appropriate, disabled candidates should indicate on the application form if they have needs which should be considered at the short listing stage.

Short listing will solely be from the completed application form only, against the criteria marked “**S**”, therefore you **must** ensure these areas have been demonstrated on the application form. It is not sufficient to state, for example, *“I have knowledge of domestic skills”*. Please refer to ‘Guidance Notes – Employment Application Form’.

SHORT LISTING PANEL:

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| **KEY:** | AF = Application Form | Q = Qualification Certificate | Ac Assessment Centre | I = Interview | S = Short listing |
| **1.** |  | **2.** |  | **3.** |  | Interview Offered: YES ❑ NO ❑ |