Criteria	Essential	Essential/ Desirable	Method of assessment
Qualification	<ul> <li>Degree and Qualified Teacher status.</li> <li>Relevant professional development/qualifications</li> </ul>	E E	A A
Leadership and Management Experience	<ul> <li>Substantial experience as a successful Middle Leader</li> <li>Successfully led, planned, managed and evaluated change, which has had a significant impact at department and/or whole school level</li> <li>Demonstrated the ability to work strategically and successfully at a middle or senior leadership team level</li> <li>Worked successfully with other education partners and</li> </ul>	D E D	A/I A/I A/I
	providers		A /I
Teaching Experience	<ul> <li>Demonstrated outstanding, sustained and successful experience as a teacher in a SEN environment</li> <li>To have an in depth knowledge of the secondary curriculum and the range of qualifications that meet the needs of individual learners</li> </ul>	E	A/I A/I
Shaping the Future	Understands aims and visions of the school and is able to inspire, challenge and motivate others to carry the school's vision of excellence forward	E	A/I
	<ul> <li>Has a clear understanding of improving learning and achievement through the school's ethos</li> <li>Proven track record of contributing to the raising of</li> </ul>	E E	A/I A/I
	<ul><li>educational standards</li><li>Can demonstrate strategic thinking and planning that</li></ul>	E	A/I
	<ul> <li>builds, communicates and carries forward a coherent vision</li> <li>Able to lead by example in promoting the school's vision and values to students, staff, Trustees and parents</li> </ul>	E	A/I
	<ul> <li>Has successful experience of curriculum development work or leading learning and teaching developments along with an understanding of the personalised learning and preparing for adulthood agenda</li> </ul>	D	A/I
	<ul> <li>Experience of improving the quality of teaching and learning, including promoting excellence and challenging poor performance</li> </ul>	E	A/I
	<ul> <li>Experience of monitoring and evaluating the effectiveness of teaching, learning and curriculum provision, including its outcomes in terms of standards, achievement and personal development and wellbeing</li> </ul>	E	A/I
	<ul> <li>Able to access, analyse and interpret information and data to support school improvement and the raising of standards in quality of education</li> </ul>	E	A/I
	<ul> <li>Promotes positive behaviour management and develops a student focused, inclusive and effective learning environment</li> </ul>	Е	A/I
Leading and Managing the	Has the drive and ability to provide clear direction and motivate others to attain high goals	E	A/I
organisation	<ul> <li>Proven track record of providing direction, inspiration and strong leadership to all staff</li> </ul>	Е	A/I
	<ul> <li>Is committed to sustain a safe, secure and healthy school environment</li> </ul>	E	A
	<ul> <li>Has sound knowledge and understanding of the wider educational agenda including the Gatesby Benchmarks</li> <li>Have a wide knowledge of the pathways available to supplement the post 16 offer, including supported</li> </ul>	E	A/I

internships and work experience	E	A/I
<ul> <li>Have an in depth knowledge of Life Skills programmes and how this can be implemented across whole school</li> </ul>	E	A/I
<ul> <li>Has high expectations and personal integrity, with the ability to promote the values of the school</li> </ul>	E	A/I
An in depth knowledge and understanding of students with Social, Emotional and Mental Health needs	E	A/I
<ul> <li>Has excellent interpersonal and communication skills across the spectrum of stakeholders</li> </ul>	E	Α
Self-motivated with excellent organisational skills and the	E	A/I
To be able to embrace change and think flexibly in response to changing legislation	E	A/I
Understands the need for effective relationships with parents, carers, partners and the community, which enhance and support student learning.	E	A
<ul> <li>Is committed to secure the school's place in the community and build positive relationships, seeking and acting on</li> </ul>	E	A/I
<ul> <li>Understands the role of external agencies in supporting the social and emotional wellbeing of all students and their</li> </ul>	E	A/I
<ul> <li>Has experience of building and sustaining effective partnerships with parents, carers, other schools, business partnerships and the broader community that enhance the education of children</li> </ul>	E	A/I
Decision-making skills, ability to investigate, solve problems and make decisions	E	A/I
<ul> <li>Communication skills (both orally and in writing) – the ability to make points clearly and understand views of</li> </ul>	E	A/I
	Е	A/I
Energy, determination and perseverance	E	A/I
Punctual, dependable and trustworthy	E	A/I
Enthusiasm and commitment	Е	A/I
Reliability and integrity	E	A/I
Sense of humour	_	A/I
Strict adherence to the security requirements re: Child	É	A/I
Protection and Data Protection Regulations  • A commitment to safeguarding	E	A/I
	<ul> <li>Have an in depth knowledge of Life Skills programmes and how this can be implemented across whole school</li> <li>Has high expectations and personal integrity, with the ability to promote the values of the school</li> <li>An in depth knowledge and understanding of students with Social, Emotional and Mental Health needs</li> <li>Has excellent interpersonal and communication skills across the spectrum of stakeholders</li> <li>Self-motivated with excellent organisational skills and the ability to prioritise workload effectively</li> <li>To be able to embrace change and think flexibly in response to changing legislation</li> <li>Understands the need for effective relationships with parents, carers, partners and the community, which enhance and support student learning</li> <li>Is committed to secure the school's place in the community and build positive relationships, seeking and acting on feedback from community stakeholders</li> <li>Understands the role of external agencies in supporting the social and emotional wellbeing of all students and their families</li> <li>Has experience of building and sustaining effective partnerships with parents, carers, other schools, business partnerships and the broader community that enhance the education of children</li> <li>Decision-making skills, ability to investigate, solve problems and make decisions</li> <li>Communication skills (both orally and in writing) – the ability to make points clearly and understand views of others</li> <li>Ability to develop new ideas</li> <li>Energy, determination and perseverance</li> <li>Punctual, dependable and trustworthy</li> <li>Enthusiasm and commitment</li> <li>Reliability and integrity</li> <li>Sense of humour</li> <li>Strict adherence to the security requirements re: Child Protection and Data Protection Regulations</li> </ul>	<ul> <li>Have an in depth knowledge of Life Skills programmes and how this can be implemented across whole school</li> <li>Has high expectations and personal integrity, with the ability to promote the values of the school</li> <li>An in depth knowledge and understanding of students with Social, Emotional and Mental Health needs</li> <li>Has excellent interpersonal and communication skills across the spectrum of stakeholders</li> <li>Self-motivated with excellent organisational skills and the ability to prioritise workload effectively</li> <li>To be able to embrace change and think flexibly in response to changing legislation</li> <li>Understands the need for effective relationships with parents, carers, partners and the community, which enhance and support student learning</li> <li>Is committed to secure the school's place in the community and build positive relationships, seeking and acting on feedback from community stakeholders</li> <li>Understands the role of external agencies in supporting the social and emotional wellbeing of all students and their families</li> <li>Has experience of building and sustaining effective partnerships with parents, carers, other schools, business partnerships with parents, carers, other schools, business partnerships and the broader community that enhance the education of children</li> <li>Decision-making skills, ability to investigate, solve problems and make decisions</li> <li>Communication skills (both orally and in writing) – the ability to make points clearly and understand views of others</li> <li>Ability to develop new ideas</li> <li>Energy, determination and perseverance</li> <li>Punctual, dependable and trustworthy</li> <li>Enthusiasm and commitment</li> <li>Reliability and integrity</li> <li>Sense of humour</li> <li>Sense of humour</li> <li>Strict adherence to the security requirements re: Child Protection and Data Protection Regulations</li> </ul>