

PERSON SPECIFICATION

**Principal - Gosberton House Academy**

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|  | Essential | Desirable | How Assessed |
| Qualifications: |  |  |  |
| First degree or equivalent incl. QTS | \* |  | Application form  Documents |
| Other SEND/Autism qualification |  | \* | Application form  Documents |
| Completion of NPQH or currently working towards it | \* |  | Application form  Documents |
| Evidence of continuing professional development or further professional study | \* |  | Application form  Documents |
| Higher degree qualification, postgraduate course, recognised special education qualification |  | \* | Application form  Documents |
| Teaching and Management Experience: |  |  |  |
| Track record of successful leadership of significant school improvement strategies | \* |  | Application form; interview, reference |
| Experience and understanding of management of human and financial resources at a senior level | \* |  | Application form; interview, reference |
| Experience of working positively with governors | \* |  | Application form; interview, reference |
| Experience of working with colleagues at local, regional and national level |  | \* |  |
| In-depth understanding of educational development and assessment theory and practice around SEND, particularly Autism | \* |  | Application form; interview, reference |
| Understanding of effective teaching and learning strategies for pupils with SEND, particularly Autism | \* |  | Application form; interview, reference |
| Experience of planning effectively and successfully for an Ofsted Inspection | \* |  | Application form; interview, reference |
| Knowledge and understanding of the fundamental importance of personalised learning for pupils with SEND, particularly Autism | \* |  | Application form; interview, reference |
| Ability to develop the curriculum within a context of educational change for pupils with SEND, particularly Autism | \* |  | Application form; interview, reference |
| Successful establishment of links with the local community and external partners | \* |  | Application form; interview, reference |
| Experience of conducting performance management | \* |  | Application form; interview, reference |
| Experience of working with children with challenging behaviours | \* |  | Application form; interview, reference |
| Experience of appointing, managing and inducting staff | \* |  | Application form; interview, reference |
| Experience in working effectively with parents/carers, external professionals and other agencies | \* |  | Application form; interview, reference |
| Ability to inspire and motivate staff, pupils, parents and governors to achieve the schools aims | \* |  | Application form; interview, reference |
| Ability to analyse data, develop strategic plans, set targets and monitor/evaluate progress towards these | \* |  | Application form; interview, reference |
| Knowledge of what constitutes quality in educational provision, the characteristics of effective schools and strategies for raising standards and the achievement of all pupils | \* |  | Application form; interview, reference |
| Proven experience of working within national recognised quality marks and accreditations | \* |  |  |
| Ability to delegate work and support colleagues in undertaking responsibilities | \* |  | Application form; interview, reference |
| Ability to confront and resolve problems | \* |  | Application form; interview, reference |
| Personal and Professional Skills and Attributes: |  |  | |
| Outstanding leader, committed to distributive leadership and teamwork | \* |  | Application form; interview, reference |
| A passionate commitment to the academic, personal and social development of children and families | \* |  | Application form; interview, reference |
| An understanding about working in an Academy Trust compared to a maintained school | \* |  | Interview |
| Excellent interpersonal, communications and organisational skills | \* |  | Application form; interview, reference |
| Actively seeking new approaches, ideas and challenges. Be willing to be innovative and to take risks | \* |  | Application form; interview, reference |
| Ability to think and act strategically | \* |  | Application form; interview, reference |
| Ability to review whole school systems to ensure robust evaluation of school performance | \* |  | Application form; interview, reference |
| Knowledge of statutory requirements and other legislation relating to Safeguarding/EHCP/Employment | \* |  | Application form; interview, reference |
| Ability to use a range of ICT effectively and creatively as an efficiency tool | \* |  | Application form; interview, reference |
| Ability to gain the respect of pupils through manner of confidence and authority | \* |  | Application form; interview, reference |
| Able to lead and inspire | \* |  | Application form; interview, reference |
| Ability to critically evaluate own performance and make any necessary changes to be more effective | \* |  | Application form; interview, reference |
| An empathy for children and a passion for child-centred learning | \* |  | Application form; interview, reference |
| Ability to share a dynamic vision for the implementation of programmes and projects | \* |  | Application form; interview, reference |
| A sense of purpose and ability to take personal initiative | \* |  | Application form; interview, reference |
| A sensitive, flexible, open-minded and responsive attitude to working with others | \* |  | Application form; interview, reference |
| Ability to remain positive and enthusiastic when working under pressure | \* |  | Application form; interview, reference |

Requirements from confidential references:

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|  | Essential |
| Written reference(s) only |  |
| Confirmation of professional and personal knowledge, skills and abilities |  |
| Positive recommendation from current employer |  |
| Good health and attendance record |  |