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**PERSON SPECIFICATION FOR HEAD OF SCHOOL (SLS)**

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| **REQUIREMENT** | **ESSENTIAL** | **DESIRABLE** |
| Qualifications and training | QTS | * Additional training in positive behaviour management approaches/strategies * Additional training in Leadership NCSL courses eg. NPQH/NPQSL |
| Experience | * SEMH teaching experience at good or better standard * Experience of leading, motivating and developing staff * At least 2 years experience as a school senior manager/ leader * Experience of successful primary phase curriculum development and leadership * Experience of the effective use of assessment and analysis of data in raising standards * Experience of effective partnership working with other schools, parents and also interagency working * Experience of implementing school self evaluation processes and analysing data, informing actions for improvement | * Experience of carrying out performance management * Experience of conducting Annual Reviews of students statements of educational needs * Experience of leading staff training |
| Professional knowledge and understanding | * Knowledge of range of assessment processes * Using data to set targets for improvement and intervention plans * Knowledge and understanding of effective teaching and learning styles * Knowledge of strategies to support specific SEN * Knowledge of how to contribute to professional development of other staff * Legal requirement on safeguarding and promotion of the well-being of children * National Curriculum | * Knowledge of latest Ofsted framework * Awareness of Residential School Minimum Standards |
| Professional skills  *(Professional skills cont.)* | * Proven Management skills and appropriate leadership skills to support the strategic development and direction of the school * Use of ICT as a tool for teaching, learning and administration * Ability to formulate SMART targets for individuals across the curriculum * Ability to lead and coordinate a wide range of National Curriculum subjects to meet individual student needs * Ability to work independently and as part of a team. * Assessment for learning and differentiation * An exemplary classroom practitioner * Positive behaviour management skills * Ability to create a positive culture of high expectation and challenge, and promoting emotional well being of students * Ability to deputise for the Executive Headteacher * Excellent written/oral communication skills * Extensive knowledge of appropriate age range and special phase issues | * Team Teach training or other additional positive behaviour management tools |
| Quality of application | * Clearly written document * Well thought out view * It should address the post requirements and be well presented |  |
| Reference | * Supportive references from employer |  |
| Disclosure of Criminal Record | * The successful candidates appointment will be subject to the Local Authority obtaining satisfactory enhanced disclosure from DBS |  |
| **Professional attributes:**   * Reflective, creative practitioner, committed to CPD * Ability to communicate effectively with pupils, parents, colleagues and other professionals, valuing their contributions, enabling pupil progress, achievement and well-being. * Ability to establish fair, respectful, trusting, supportive and constructive relationships with pupils and staff * Commitment to inclusion, equality and diversity * The ability to initiate and manage change * Full UK Driving License and willingness to transport pupils as required | | |
| **Personal qualities:**   * Passionate about enabling pupils to overcome challenges and experience success * Emotional resilience and commitment to ensuring achievement and well being of each individual pupil * A sense of humour * A solution focussed approach * Flexibility, consistency, integrity * An ambitious and diligent professional who can motivate and inspire others including teachers, parents and governors * The ability to deal sensitively with people and resolve conflict * An unrelenting positive attitude * Ability to manage time effectively * Good health and attendance record | | |