

Person Specification for Assistant Headteacher

| Educational Qualifications and Training: | |
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| Essential | Desirable |
| <ol style="list-style-type: none"> 1) Qualified Teacher Status 2) teaching experience of at least 5 years, including within a special school and across more than one key stage; 3) evidence of participation in recent Continuing Professional Development including developing own practice; 4) recent experience of working successfully as a middle leader in a school; 5) commitment to undertaking National Professional Qualification from NCTL (e.g. NPQSL) within two years of commencing; 6) commitment to undertake as directed, through school, appropriate professional training to lead a specialist strategy across school (e.g. SCERTS); | <ul style="list-style-type: none"> • further Post Graduate study in an area of SEND; • further Leadership qualification or experience; • positive behaviour support training (e.g. Team Teach); • training in delivery of specific teaching and learning strategies e.g. TEACCH, PECS etc.; |
| Skills and Abilities: | |
| Essential | Desirable |
| <p>Have the ability to:</p> <ol style="list-style-type: none"> 7) generate and share a vision to inspire lead, motivate and support pupils, staff and families; 8) determine priorities, manage time effectively and meet all deadlines; 9) manage staff, provide effective leadership and encourage positive working relationships including playing a role in further developing effective teams; 10) support the Headteacher in creating, developing and reviewing school development plans and targets; 11) analyse and interpret pupil / school performance data; 12) communicate effectively at all levels; 13) monitor and evaluate provision in an area of learning and to support other staff in doing so; 14) positively influence the quality of teaching and learning including leading and evaluating Continuing Professional Development; 15) identify outstanding practice and nurture talent throughout school; 16) demonstrate consistently good or outstanding innovative classroom practice; 17) use ICT as a tool in teaching and learning and in administration; 18) develop appropriate links with parents and the wider community (e.g. external agencies including health professionals); 19) maintain records and manage information related to areas of responsibility so that the school is able to account for all aspects of performance to governors, LA and others; | <ul style="list-style-type: none"> • evidence of successful school improvement planning, delivery and evaluation; • training and experience in Coaching and Mentoring; • SEND Inspection Skills Training |

Experience, Knowledge and Understanding of:

| Essential | Desirable |
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| <p>20) leading and managing change effectively including resolving conflict;</p> <p>21) monitoring the quality of teaching, learning and pupil achievement including providing constructive feedback and support to teachers and other staff;</p> <p>22) working collaboratively within a multi-professional team for benefit of pupils and families;</p> <p>23) being involved in the formulation, modification and evaluation of an area of learning to meet the needs of pupils with SEND;</p> <p>24) being involved in the implementation of whole school initiatives including budget and resource management;</p> <p>25) an understanding of a curriculum appropriate for pupils aged 4-19 with SLD, PMLD and ASD including accreditation;</p> <p>26) experience supporting pupils with significantly challenging behaviours, and knowledge of positive interventions and strategies to help pupils manage and prevent challenging behaviours;</p> <p>27) an understanding of and commitment to promoting the role played by parents in raising standards and the importance of working with parents and other members of the wider school community;</p> <p>28) knowledge of national, local and research initiatives relating to SEND;</p> | <ul style="list-style-type: none"> • experience of leading inclusive learning, collaborating with mainstream primary and/or secondary schools; • experience of teaching in a mainstream context; • experience of successfully negotiating with professionals from a variety of agencies to enhance provision within school; • leading Performance Management for a range of school staff including those in admin posts; • understanding of budget/ financial management within special school setting; |

Safeguarding:

| Essential | Desirable |
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| <p>29) up-to-date knowledge and understanding of relevant legislation and guidance in relation to working with, and the protection of, children and young people;</p> <p>30) Strathmore School is committed to providing equality of opportunity and to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. The post holder will be required to adhere to the school's safeguarding procedures and policies and be seen to actively promote Strathmore's safeguarding systems among staff under their line management;</p> | <ul style="list-style-type: none"> • experience as a Designated Person for Child Protection and/or Looked After Children • LSCB Level 2/3 Safeguarding Training • successful completion of Safer Recruitment training; |