**Person Specification for the role of**

**Director of Safeguarding, Personal Development, CPD, Behaviour and Attitudes or the role of**

**Director of Curriculum, Assessment, Teaching and Learning.**

Qualifications

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|  | E | D |
| Qualified Teacher Status | ✓ |  |
| Evidence of further professional qualifications and training associated with school leadership |  | ✓ |
| Professional qualification in a SEND specialism |  | ✓ |

Experience and knowledge

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|  | E | D |
| Experience of leadership in a school as a minimum |  | ✓ |
| A proven track record of securing improvement in the quality of teaching and learning | ✓ |  |
| A proven track record of raising achievement | ✓ |  |
| Experience of managing resources efficiently and effectively Financial awareness and the ability to understand, plan and manage the budget |  | ✓ |
| Experience of using all relevant data to drive school improvement | ✓ |  |
| The ability to analyse and interpret complex information and explain key elements in simple terms | ✓ |  |
| Strong understanding of statutory requirements relating to the curriculum and assessment | ✓ |  |
| Experience of developing a curriculum which is personalised to the needs of the children | ✓ |  |
| Able to demonstrate a clear rationale for behaviour management and a proven track record of the effective implementation of a range of behaviour management strategies |  | ✓ |
| High expectations when managing, developing, inspiring, challenging and motivating staff | ✓ |  |
| Commitment to working with other schools, organisations and agencies | ✓ |  |
| An understanding of the legislation relating to SEND and to KCSIE (including Prevent and British Values) | ✓ |  |
| Relevant experience in more than one school |  | ✓ |
| Experience of working effectively with a wide range of ability range (including SEND and more able children) |  | ✓ |
| Previous experience of working and bringing about positive change in a challenging school |  | ✓ |

Professional Development

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|  | E | D |
| Up to date knowledge of what research and inspection findings tell us about effective leadership, teaching and learning/behaviour management in mainstream and special education |  | ✓ |
| Has undertaken sustained professional development in relation to teaching, learning and curriculum | ✓ |  |
| Experience of leading and co-ordinating professional development opportunities |  | ✓ |
| Ability to identify own learning needs and to support others in identifying their needs | ✓ |  |

Leading and managing staff

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|  | E | D |
| Substantial experience of leading school initiatives or staff teams | ✓ |  |
| Ability to delegate work and support colleagues in undertaking responsibilities | ✓ |  |
| Experience of performance management and supporting the CPD of colleagues |  | ✓ |
| Evidence of applying safe recruitment practices and developing a safe culture in school |  | ✓ |
| Successful involvement in staff recruitment, appointment and induction |  | ✓ |

Skills, qualities and abilities

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| --- | --- | --- |
|  | E | D |
| Lead by example, demonstrating a ‘can do’ approach | ✓ |  |
| Demonstrate an understanding, awareness and empathy for the needs of the students and these could be met | ✓ |  |
| A strong belief in inclusion for all | ✓ |  |
| Excellent interpersonal and communication skills to engage a range of audiences including staff, children, parents, governors, local authority and external agencies | ✓ |  |
| High expectations for children’s learning and attainment alongside high expectations for all | ✓ |  |
| Ability to provide a safe, calm and well-ordered environment to facilitate excellent behaviour | ✓ |  |
| Ambition for our school/settings | ✓ |  |
| A commitment to continuous school improvement | ✓ |  |
| Experience of offering challenge and support to improve performance | ✓ |  |
| Perseverance and resilience in the face of challenge | ✓ |  |
| Ability to remain calm, positive and enthusiastic when working under pressure | ✓ |  |
| Manage and resolve conflict | ✓ |  |
| Ability to organise work, prioritise tasks, make decisions and manage time effectively | ✓ |  |
| A belief in the importance of extracurricular opportunities for all children | ✓ |  |

Strategic leadership

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| --- | --- | --- |
|  | E | D |
| Ability to articulate and share the school’s/hub’s vision, aims and values | ✓ |  |
| The confidence and ability to inspire and motivate staff, children, parents and governors to achieve the aims of the school/settings | ✓ |  |
| Evidence of having successfully translated vision into reality at whole school level | ✓ |  |
| Evidence of successful strategies for planning, implementing, monitoring and evaluating school improvement |  | ✓ |
| Evidence of analysing data, developing strategic plans, setting targets and evaluating progress towards these | ✓ |  |
| Understanding of strategies for performance management | ✓ |  |

Teaching and Learning

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|  | E | D |
| To be a leader of learning, demonstrating, promoting and encouraging consistently good/outstanding classroom practice | ✓ |  |
| An understanding of the developments and requirements of the National Curriculum | ✓ |  |
| Knowledge and experience of a range of teaching and learning strategies to meet the needs of children with Special Needs |  | ✓ |
| Understanding of assessment strategies and the use of assessment to inform the next stages of learning | ✓ |  |
| Extensive experience of effective monitoring and evaluation of teaching and learning | ✓ |  |
| Understanding of the characteristics of an effective learning environment and the key elements of successful behaviour management | ✓ |  |
| Successful experience in creating an effective learning environment and in development and implementing policy and practice relating to behaviour management | ✓ |  |