



PERSON SPECIFICATION

A	Qualifications
1.	Qualified Teacher status
2.	Graduate level qualification
3.	Successfully completed or currently studying for NPQH, or an existing Headteacher
4.	Evidence of recent and relevant CPD in Special Education
5.	Advanced qualification in Special Educational Needs; and/or having successfully worked as part of a National Leadership School (NLS); and/or having been selected to lead national or regional initiatives for special education
B	Professional Experience
1.	Evidence of successful teaching experience in a special school working with pupils with a range of special needs and disabilities
2.	At least two years recent successful experience as an Assistant Headteacher, Deputy Headteacher or Headteacher in a special school.
3.	Successful experience of monitoring, evaluating and improving the quality of teaching and learning in a special school.
4.	Successful experience of working effectively with the school community and external partners to support pupils' learning.
5.	A professional knowledge of the role of the Governing Body and experience of working effectively with governors.
6.	To have undertaken appropriate safeguarding training and experience of ensuring that all systems, processes and CPD are in place to ensure that safeguarding requirements are met.
7.	Experience of working in a culturally and ethnically diverse school.
8.	Experience of analysing achievement data in a special school and reporting appropriately to stakeholders.

C	Qualities and Knowledge
1.	Detailed understanding of current educational developments and statutory requirements.
2.	A thorough knowledge and understanding of the National Curriculum, excellent curriculum provision and the role of assessment in pupils' learning.
3.	Knowledge and understanding of effective teaching and learning for pupils with a range of special needs and disabilities and the ability to promote high expectations for pupil outcomes throughout the school.
4.	A thorough understanding of the Special Needs Code of Practice and its implications for pupils and families. Working effectively with other services to support pupil achievement.
5.	Showing an understanding and appreciation of a range of cultures both in terms of the pupils themselves and their families and carers
D	Professional Skills
1.	Ability to lead by example and provide a clear strategic vision and direction for the school and its outreach service in collaboration with the Governing Body through appropriate consultation and collaboration.
2.	Ability to formulate aims, policies and strategic plans through appropriate consultation and collaboration. Monitor, evaluate and review their impact.
3.	Ability to lead whole school improvement initiatives that have a positive impact on pupil achievement.
4.	Ability to identify professional development needs of all staff through performance appraisal and assessment and to promote professional development through appropriate CPD and support.
5.	An ability to demonstrate sound financial management including planning, forecasting and monitoring.
6.	Evidence of a clear vision and an innovative approach to teaching and learning when leading change.
7.	The ability to work collaboratively with other schools and agencies to further develop partnerships and learning networks.
8.	Evidence of the ability to promote a highly positive ethos based on the schools values.
9.	Experience, training and understanding of safeguarding policy and procedures.