

Person Specification: Head of Lower School

Essential (E)

Desirable (D)

Identified by: Interview (I)
Application (A)
Reference (R)

Qualifications	Qualified Teacher Status.	E	A
	NPQH and/or additional qualifications within a relevant field of study.	E	A

Experience	Evidence of successful senior leadership experience.	E	A/R/I
	Successful experience of working with children and young people with special needs within a mainstream or specialist setting.	E	A/I
	Successful experience of monitoring and evaluating classroom practice and teaching and learning.	E	A/I/R
	Experience of Ofsted inspection and school self-evaluation processes.	E	A/I
	Successful experience of working with young people with autism.	E	A/I
	Demonstrable experience of developing and leading a whole school vision and ethos.	E	A/I/R
	Experience managing policy development and implementation in relation to operational leadership of a school including but not limited to: curriculum, welfare of pupils, child protection and safeguarding.	E	A/I
	Experience of using ABA and/or VB approach.	D	A/I
	Experience of managing and delivering a highly personalized and differentiated curriculum.	E	A/I

	Experience of working with a range of associated professionals and external agencies.	E	A/I
	Experience of writing, evaluating and implementing whole school policies.	D	A/I/R
	Experience in leading Education Health and Care Plan meetings as well as Annual Reviews.	D	A/I/R
	Experience of working with and reporting to a school Governing body	E	A/I

Knowledge and skills	An understanding of and commitment to child protection and safeguarding issues and legislation and of the relevant school policies and procedures.	E	A/I
	A knowledge of the National Curriculum and relevant external accreditation and their application to children and young people with autism.	E	A/I
	A knowledge of current educational legislation, policy and guidance.	E	A/I
	A knowledge and understanding of measures to assess pupil and student progress at all key stages including baseline assessment, P levels, Individual Education Plans and other assessment and accreditation programmes for children and young people with special educational needs.	E	A/I
	An understanding of the main trends and issues in education, specifically within an independent special school setting, with the ability to develop a vision and plan.	E	A/I
	Interpersonal and communication skills to enable successful team working and the development of teaching, support staff and other professionals.	E	R/I
	An understanding of and commitment to the value of inclusive practice and the development of independent life skills for children and young people	E	A/I

	with learning difficulties within and beyond the classroom.		
	Integrity, strong leadership skills, tact and diplomacy, a willingness to consult others, and the ability to command respect.	E	A/I
	A person of principle, sincerity and integrity who would serve the school with loyalty and commitment.	E	A/I

Abilities	To build and lead multi-professional teams and to be an effective team member and co-worker.	E	A/I/R
	Evidence of ability to gain and maintain the confidence and respect of colleagues, parents, trustees, governors and external partners.	E	R/I
	To communicate with a range of audiences verbally and in writing.	E	I/A/R
	To work effectively under pressure, plan, prioritise and meet deadlines.	E	A/I/R
	To understand personal strengths and areas for development in self and others and how this knowledge may impact on practice.	E	I
	The ability to represent, market and be an advocate for the school to external stakeholders.	E	A/I

Equal opportunities	A proven commitment to the principles and the practice of the promotion of equality of access and opportunity for all children and adults irrespective of ability, race, gender, gender orientation, religion or class and to the removal of barriers to achieving equal access and to maximising potential.	E	A/I
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April 2016/TL