

PERSON SPECIFICATION

Head of Park House

Essential (E)

Desirable (D)

Identified by:

Interview (I)

Application (A)

Reference (R)

Qualifications	Qualified Teacher Status.	E	A
	Additional qualifications within a relevant field of study.	E	A

Experience	Evidence of successful teaching 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
	Previous experience of leading a school's pastoral strategies and structures to ensure the progress and welfare of every student.	E	A/I/R
	Demonstrable experience of developing and leading the pastoral care of all pupils in a school environment.	E	A/I/R
	Experience managing policy development and implementation in relation to pastoral care, welfare of pupils, child protection and safeguarding.	E	A/I

	Successful middle leadership experience in a school setting.	D	A/I/R
	Understanding of ABA and/or VB approach.	D	A/I
	Experience of managing and delivering a highly personalized and differentiated curriculum.	D	A/I
	Experience of working with a range of associated professionals and external agencies.	E	A/I
	Experience of Education Health and Care Plan meetings as well as Annual Reviews.	E	A/I/R
	Experience of writing, evaluating and implementing whole school policies.	D	A/I/R

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 and pastoral care, 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 with learning difficulties within and beyond the classroom.	E	A/I
	Integrity, strong leadership skills, tact and diplomacy, a willingness to consult others, and the ability to command respect.	E	A/I
	An understanding of the voluntary, independent or non-maintained sectors.	D	A/I

Abilities	The ability to deputise in the absence of the Heads of School, undertaking the role across sites with the expected level of diligence and professionalism	E	A/I/R
	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
	The ability to lead and manage the school team effectively and efficiently and work with other professionals and agencies	E	A/I

	The ability to lead, model and manage positive behaviour, good order and appropriate strategies across the school	E	A/I
	The ability to manage and analyse school information and data for recording, monitoring, evaluation and reporting	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