

Person Specification – Headteacher at Trinity School

Training and Qualifications	
Essential	<ul style="list-style-type: none"> • Qualified Teacher Status • Evidence of participation in recent and regular continuing professional development • Full driving licence • NPQH
Highly Desirable	<ul style="list-style-type: none"> • Accredited postgraduate training in SEN • TEACCH experience
Desirable	<ul style="list-style-type: none"> • Higher degree qualification • Recognised management qualification • TEACCH experience
Professional Experience	
Essential	<ul style="list-style-type: none"> • Current experience as a Headteacher, interim head-teacher, or experienced deputy Headteacher of a school • Evidence of senior leadership in a large organisation/school or service. • Evidence of working collaboratively with other schools • Evidence of providing professional advice and training senior staff in other schools. • Significant past experience as a member of the senior management team of a special school • Minimum 5 years practical classroom teaching experience in a special needs environment (special school or dedicated special needs unit) with a track record of outstanding, creative teaching • Proven track record of building a successful team and effectively leading and managing a large staff team
Highly Desirable	<ul style="list-style-type: none"> • Practical experience as a member of a successful senior leadership team in more than one school • Practical experience of successfully leading and managing change in a school environment • Proven track record of successful school financial and resource management and delivering value for money • Practical experience of successfully leading and managing a large workforce
Desirable	<ul style="list-style-type: none"> • Practical classroom experience of successfully teaching pupils with special educational needs at two or more different key stages • Practical classroom experience of successfully teaching pupils with a range of special educational needs and disabilities (SLD, PMLD, ASC) • Practical experience of successfully managing, engaging and motivating pupils with a range of SEMH difficulties • Practical experience of developing and implementing a broad and successful curriculum for pupils with complex learning needs • Practical experience of pupil performance data capture and analysis in a special school setting • Practical experience of working successfully with governors and parents • Practical experience of working successfully with health and social care professionals

Professional Knowledge and Understanding	
Essential	<ul style="list-style-type: none"> • Knowledge and understanding of the national curriculum framework for England, as it affects special school settings • Knowledge and understanding of the SEND reforms and the SEND code of practice: 0 to 25 years, as they affect special schools, special provisions and their pupils • Knowledge and understanding of the EYFS framework and its application in special needs settings • Knowledge and understanding of performance management of staff • Knowledge and understanding of the Ofsted inspection framework for maintained schools and early years settings • Knowledge and understanding of safeguarding practices and procedures
Highly Desirable	<ul style="list-style-type: none"> • Knowledge and understanding of the use of a range of tools and performance data to monitor, evaluate, support, track and report upon pupil attainment, achievements and progress • Knowledge and understanding of setting appropriate attainment targets for pupils with SEN • Knowledge and understanding of the use of benchmarking to monitor and improve pupil performance • Knowledge and understanding of curriculum development, planning and implementation, including experience of thematic based curriculum frameworks
Desirable	<ul style="list-style-type: none"> • Knowledge and understanding of effective strategies for dealing with challenging behaviours frequently used in special school settings (Team-Teach, PROACT-SCIPr-UK etc.) • Knowledge and understanding of effective teaching and learning strategies frequently used in special school settings (TEACCH, PECS etc.) • Knowledge and understanding of the school budgetary process • Knowledge and understanding of pupil premium funding and accountability • Knowledge and understanding of sports premium funding and accountability
Personal Skills	
Ability to:	<ul style="list-style-type: none"> • Accept responsibility • Relates well to pupils and parents • Motivate and manage people effectively, both individually and in teams • Positively influence others • Communicate effectively at all levels, both orally and in writing • Leading and working effectively with a range of teams • Think and plan strategically • Prioritise and manage their time effectively • Plan and implement change • Use, analyse and interpret school performance data • Work under pressure and to meet deadlines • Solve problems • Exercise good judgement • Adapt to changing circumstances and new ideas in a positive and creative manner

	<ul style="list-style-type: none"> • Work flexibly • Delegate and supervise effectively • Use IT systems effectively • Works with Governors by keeping them fully informed, engaged in future planning and responding effectively to their challenges and strategic direction. • Is able to demonstrate an exceptional example of professional conduct and performance.
Personal Qualities and Attributes	
A person who:	<ul style="list-style-type: none"> • Is demonstrably passionate about special educational needs • Is a dedicated professional and who motivates and inspires • Maintains high personal standards and engenders the same in others • Acts with integrity and sensitivity at all times • Is approachable, caring and empathetic • Is adaptable and flexible • Is reliable, but flexible • Puts the quality of the service above all other considerations • Is an outstanding ambassador for the school