

# Goldwyn School

## Person Specification: Assistant Principal (Quality of Education)

The following outlines the criteria for this post. Applicants who have a disability and who meet the criteria will be shortlisted.

Applicants should describe in their application how they meet these criteria.

	<b>CRITERIA (Essential/Desirable)</b>
<b>EDUCATION AND TRAINING</b>	<ul style="list-style-type: none"> <li>• Qualified teacher. <b>E</b></li> <li>• Right to work in the UK <b>E</b></li> <li>• Evidence of continuing professional development. <b>E</b></li> <li>• Evidence of further relevant professional study relating to education, SEN (Advanced Diploma, Masters, NPQH etc). <b>D</b></li> </ul>
<b>EXPERIENCE</b>	<ul style="list-style-type: none"> <li>• Evidence of effective leadership and management within a school environment. <b>E</b></li> <li>• Evidence of significant recent responsibility for staff management and deployment. <b>E</b></li> <li>• Substantial and recent experience of teaching SEMH students. <b>E</b></li> <li>• Evidence of successful experience in developing initiatives and managing change. <b>E</b></li> <li>• Evidence of effective delegation to staff and effective follow-up to ensure tasks are completed well. <b>E</b></li> <li>• Ability to analyse situations, prioritise and to help to implement realistic solutions. <b>E</b></li> <li>• Evidence of effective contribution to the school improvement planning. <b>D</b></li> <li>• Experience of effective impactful senior leadership within a specialist provision. <b>D</b></li> </ul>
<b>KNOWLEDGE AND UNDERSTANDING</b>	<ul style="list-style-type: none"> <li>• Excellent knowledge, understanding and experience of current best practice and developments in SEN <b>E</b></li> <li>• Proven understanding of effective strategies for maintaining high quality attitudes to learning and behaviour within the classroom and wider school community. <b>E</b></li> <li>• Proven knowledge of how to promote independence and advocacy skills in children and young people with SEMH <b>E</b></li> <li>• Proven success in teaching and managing children with SEND in mainstream and/or specialist settings. <b>E</b></li> <li>• Essential Knowledge and understanding of current best practice and statutory guidelines as it relates to child protection and safeguarding <b>D</b></li> <li>• Proven success managing student assessment, attainment and accreditation and reporting outcomes to a range of audiences. <b>E</b></li> <li>• A deep understanding of equality of opportunity issues and how they can be successfully addressed within a special school context. <b>E</b></li> <li>• Particular strengths and/or interests in certain curricular areas. <b>D</b></li> </ul>
<b>SKILLS AND ABILITIES</b>	<ul style="list-style-type: none"> <li>• Ability to work cooperatively within and across staff teams, towards a shared vision for school improvement, and a creative approach towards problem-solving. <b>E</b></li> <li>• Evidence of leadership qualities including the ability to lead, motivate and enthuse others. <b>E</b></li> <li>• Ability to coach, mentor and model best practice within the classroom and all learning environments. <b>E</b></li> <li>• Ability to assimilate, analyse and interpret key documents and information to inform planning and implement initiatives. <b>E</b></li> <li>• Excellent organisational skills. <b>E</b></li> <li>• Excellent communication skills, both orally and written, including with students, parents and carers, staff and external agencies. <b>E</b></li> <li>• Ability to resolve conflict through active listening and negotiation, demonstrating a flexible approach and willingness to listen to others <b>E</b></li> <li>• Ability to provide advice and guidance to parents and carers in a positive and clear manner <b>E</b></li> <li>• Ability to remain calm when working under pressure <b>E</b></li> <li>• Confident and competent with a range of IT <b>E</b></li> <li>• Excellent attendance record <b>E</b></li> </ul>

	<ul style="list-style-type: none"> <li>• Ability to use analytical skills to translate high level vision and planning into meaningful action <b>D</b></li> </ul>
<b>PERSONAL ATTRIBUTES</b>	<ul style="list-style-type: none"> <li>• Honesty, integrity, empathy, humility, humour, respect and openness. <b>E</b></li> <li>• Flexibility, and ability to adapt to changing circumstances and new ideas. <b>E</b></li> <li>• A liking and genuine respect for young people who can sometimes be challenging. <b>E</b></li> <li>• Values and had has respect for all members of the school community including students, other staff, parents and governors. <b>E</b></li> <li>• A good work attendance record and strong emotional resilience. <b>E</b></li> <li>• Ability to partake in positive handling interventions when required, and/or willingness to acquire the necessary qualifications to do so. <b>E</b></li> </ul>
<b>EQUAL OPPORTUNITIES</b>	<ul style="list-style-type: none"> <li>• An understanding and sensitivity to discrimination experienced by members of minority groups and a commitment towards equal opportunities and reducing this. <b>E</b></li> </ul>