



## **Rowhill School**

### **Headteacher Person Specification**

#### **Qualifications**

- Qualified Teacher Status
- Evidence of further professional development in preparation for educational leadership

#### **Professional Experience**

- Evidence of successful substantial senior leadership at headship or deputy headship level in a special school with a behaviour and learning focus in a SEMH setting.
- Evidence of managing challenging behaviour through the consistent application of a whole school behaviour policy and when required the use of Team Teach or similar.
- Evidence of and a demonstrable commitment to, safeguarding and promoting the welfare of all students.
- Evidence of effective working with vulnerable families and with multi-agency teams to develop integrated programmes of support for children with a range of barriers to their learning
- Evidence of successfully managing significant change within an organisation in a constructive and sensitive manner.
- Evidence of successfully analysing data and drawing up improvement plans which are monitored and evaluated and result in measurable improvement
- Evidence of successfully developing and maintaining a fair and open workplace with a pervading culture of trust and respect, and an ability to manage conflict positively.
- Evidence of successful management of staff performance including supervision, target setting and capability and or conduct management procedures.
- Evidence of successful collaborative working and the development of partnerships with colleagues in other schools and key stakeholders e.g. colleague head teachers, LA Officers, and the voluntary sector.
- Evidence of working in a cooperative and constructive partnership with the Governing Body, especially self-evaluation, development planning and monitoring arrangements.

#### **Leading Learning and Teaching**

- Evidence of being an outstanding classroom practitioner.
- Evidence of contributing to and implementing an ambitious school improvement plan, using accurate self-evaluation information and student progress data.
- Evidence of implementing innovative curriculum opportunities for SEMH students, helping them prepare for the world of work and life in wider society.
- Evidence of extensive and proven credibility amongst colleagues when monitoring the quality of teaching, learning and assessment and providing quality, developmental feedback to teachers.



- Evidence of driving consistent improvement in the progress and attainment outcomes for all students.
- Evidence of creating effective education provision for disadvantaged students as well as the more able.

### **Skills and Abilities**

- Ability to manage and monitor budgets competently in conjunction with SBM to enable best value.
- Ability to deploy human and financial resources effectively so that the current innovative curriculum is sustained.
- Ability to develop leadership capacity and skills within teams and individuals
- Ability to work under pressure, determine priorities and meet deadlines
- Ability to travel in a timely and efficient manner to meet the needs of the post
- Ability to communicate and convey information for differing purposes, using a variety of media to ensure audience understanding
- Ability to display a solution focussed, positive approach to challenges
- The ability to lead with optimism, continually building and developing positive relationships

### **Knowledge**

- A sound knowledge and understanding of the primary and secondary phases in education as they apply to a special school that caters for students from Key Stage 2 to 5.
- A sound knowledge and understanding of the barriers to learning and inclusion experienced by children and young people with Social Emotional and Mental Health needs, including ASD.
- A sound knowledge of a range of improvement strategies which accelerate progress rates and close gaps for disadvantaged pupils.
- Clear understanding of how to work positively with the Governing Body.