



ROWHILL SCHOOL

HEADTEACHER PERSON SPECIFICATION

Section 1 Qualification and Experience

1. Qualifications

- Have achieved QTS
- To be able to evidence further Professional Development in preparation for Headship e.g. NPQSL, CEPQH
- Relevant accredited qualification in SEMH would be desirable

2. Experience

- Relevant experience within and an understanding of a SEND environment, particularly knowledge of managing behaviour in challenging circumstances
- Have teaching experience of working in more than one school and more than one Key Stage
- Evidence of successful senior leadership experience within SEND
- Appropriate training and experience of Safeguarding / Child Protection
- A proven track record of impacting on standards and effectiveness in at least one school at senior leader level
- Can demonstrate impact of line management and appraisal on school improvement and experience of change management
- Evidence of school improvement through effective budget setting
- Deep and accurate understanding of school effectiveness through targeted School Improvement Planning and accurate Self-Evaluation
- Experience of developing the shared vision through working with Governors and the creation of positive partnerships with parents and the wider community
- Be aware of OFSTED requirements and the current framework for the inspection of Special schools

Section 2 Leadership

- Works in partnership with the Governing body to develop and build upon the school's vision, to be cascaded via the senior leadership team to improve school performance
- Creates a shared vision and ethos with internal and external stakeholders, including parents
- Is able to inspire and influence staff, pupils, parents and the local community, developing engagement with school vision, values and goals which impact on school improvement

- Is able to promote a clear philosophy to staff and gain commitment from staff across the school, to ensure outstanding teaching and learning
- Maintains wide, current knowledge and understanding of SEMH education and school systems locally, nationally and globally
- Demonstrates ability to think strategically: initiating, planning, monitoring and evaluating school improvement and change processes
- Translates the school vision into guidance and direction, which enables the senior leadership team to drive school performance
- Demonstrates excellent people management skills, emotional intelligence and approachability
- Maintains a good knowledge of latest developments and proactively implements innovative ideas, effectively analyses risk and, working in partnership with the senior leadership team, implements these to drive school performance
- Inspires and influences others to believe in the importance of education in our children's lives and encourages them to value education
- Is able to make difficult decisions and convey outcomes clearly and sensitively, influencing others in a variety of situations
- Gathers comprehensive information, data and insight to support evidence based decision making
- Welcomes strong governance and actively supports the GB to understand its role and deliver its functions of strategy-setting and monitoring effectively

Section 3 Teaching, learning, assessment and additional/special educational needs

- Demonstrates a secure understanding of innovative curriculum, design and delivery, that sets out the knowledge, skills and values that will be taught
- Has a proven track record of developing evidence informed approaches to reading that result in positive outcomes
- Has a proven track record of school improvement
- Creates an effective and stable learning environment by monitoring the quality and consistency of teaching throughout the school
- Secures excellent teaching through an analytical understanding of how all pupils with SEMH learn and of the core features of successful classroom practice and curriculum design
- Has experience in and knowledge of successfully managing challenging behaviour through positive reinforcement and reward
- Ensures that teachers and other staff have consistently high expectations of what each pupil can achieve and therefore ensures that pupils are effectively prepared for their next phase of education and life
- Holds a passionate belief that all young people can succeed
- Is an expert practitioner in planning and delivering a high quality provision, which secures positive outcomes for all vulnerable groups
- Creates an outward-facing school which works with other schools and organisations in a climate of mutual challenge, to champion best practice and secure excellent achievements for all pupils
- Makes rational judgements from the available information, analysing and using effectively to inform future practice

- Demonstrates how rigorous review and evaluation of whole school staff performance management leads to school improvement; raises achievement and brings about high expectations of success
- Effectively supports others to create an effective and stable learning environment, by monitoring the quality and consistency of teaching throughout the school
- Focuses on pupils' needs and sets high expectations and standards for all
- Accurately identifies the components of good teaching, and demonstrates the coaching skills needed to transmit these to peers and other staff
- A proven track record of implementing a school wide consistent approach to positive behaviour management
- Evidence of fostering a culture of high expectation and mutual respect between pupils and adults

Section 4 Organisational effectiveness

- Is able to hold all staff to account for their professional conduct and practice, supporting them to improve and value excellent practice
- Distributes leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account
- Creates an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other
- Provides high quality teaching through high quality training and sustained professional development for all staff
- Has experience of working in partnership with the school leadership team and wider partners responding to change opportunities, providing effective solutions for implementation, and making positive use of the opportunities it presents
- Adapts to changing circumstances, accepts new ideas and change initiatives and deals with ambiguity, making positive use of the opportunities it presents
- Exercises strategic, curriculum-led financial planning to ensure effective deployment of budgets and resources, to improve pupil achievement and ensure the school's sustainability
- Adapts interpersonal style to suit different people or situations
- Gains clear agreement and commitment from others by persuading, convincing and negotiating
- Provides others with clear direction
- Plans activities and projects well in advance and takes account of possible changing circumstances
- Monitors performance against deadlines and milestones

Section 5 Ethos & Values

- Ability to establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community
- Is committed to promoting positive and respectful relationships across the school community and a safe, orderly and inclusive environment
- Possesses a passionate belief that all young people can succeed

- Demonstrates integrity in all aspects of work
- Understands the importance of British values, consistently models these values and demands the highest standards of respect and tolerance from all staff, pupils and stakeholders
- Effectively develops the curriculum to reflect the teaching of British Values across the school
- Promotes equality of opportunity and respect for diversity
- Shows respect and sensitivity towards cultural and religious differences

Section 6 Safeguarding

- Demonstrate a commitment and understanding to Safeguarding and the promotion of the welfare and safety of children
- Have a deep and accurate working knowledge of relevant policies, procedures and practices related to all aspects of Safeguarding and Child Protection
- Can demonstrate leadership impact on the development of a culture of vigilance and nurture across the whole school community

The School are committed to Safeguarding and promoting the welfare of children and young people. The post is subject to an Enhanced Disclosure Application to the Disclosure and Barring Service