

Goldwyn School

Person Specification: Assistant Principal (Behaviour, Safeguarding and Attendance)

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.

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

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