



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.
- Further appropriate qualifications/professional development suitable for the role of Headteacher at Portal House.

2. Experience

- Appropriate training and experience of Safeguarding / Child Protection.
- Substantial and significant experience as a senior leader in all areas of SEND and inclusion.
- Evidence of successful senior leadership experience in more than one school, or recent DHT or HT experience.
- Can demonstrate impact of leadership on Teaching, Learning, Assessment and behaviour management at senior whole school level.
- Have teaching experience of working in more than one school and more than one Key Stage.
- Can demonstrate impact of line management and appraisal on school improvement.
- Experience of budget setting and management.
- Experience and good understanding of School Improvement Planning and Self Evaluation.
- Experience of working with Governors, parents, key professionals and the wider community.

Section 2 Leadership

- A proven track record of successfully leading strategic whole school SEND and inclusion.
- Provides visible and supportive direction which empowers, enables, motivates and develops the whole school.
- Demonstrates ability to think strategically: initiating, planning, monitoring and evaluating school improvement and change processes.
- Creates an ethos within which all staff are motivated and communicate effectively.

Portal House School

Mrs R Bradley
Headteacher



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- Maintains a good knowledge of latest national and local developments, and innovative ideas, effectively analyses risk and, working in partnership with the senior leadership team, implements these to drive school performance.
- Ability to empower all staff and pupils to achieve their full potential.
- 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.
- Welcomes strong governance and actively supports the Governing Body to understand its role and deliver its functions of strategy-setting and monitoring effectively.
- Is an outward facing leader with a wealth of experience in working with other educational settings and peers, to support the school's continued development.

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

- Demonstrates a secure understanding of curriculum and personal development, design and delivery, that sets out the knowledge, skills and values that will be taught.
- Has a proven track record of school improvement to support pupils to thrive and achieve, creating an effective and consistent learning environment by monitoring the quality of teaching and learning throughout the school.
- Articulates a clear and compelling set of principles, underpinned by a desire to make a difference to the life chances of all pupils.
- Providing quality CPD to ensure 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.
- 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.



- Empowers others to look constructively at their own performance and how this impacts on the work of the school.
- Focuses on pupils' needs and sets personal goals for all.
- Accurately identifies the components of effective inclusive provision and practice, and demonstrates the coaching skills needed to transmit these to peers and 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.
- Has experience in developing home – school relationships.

Section 4 Organisational effectiveness

- Holds all staff to account for their professional conduct and practice, supporting them to improve and value excellent practice.
- Delegates leadership throughout the organisation, forging teams of colleagues who are empowered to 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.
- Has experience of working in partnership with the school leadership team, responding to change, opportunities, providing effective solutions for implementation, and 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 communication style to suit different people or situations.
- Makes prompt, clear decisions which may involve tough choices or considered risks.
- Monitors performance against deadlines and milestones and takes appropriate action in a timely manner.

Section 5 Ethos / Values

- 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.

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- Encourages organisational and individual responsibility towards the community and the environment.
- 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.
- Has an awareness of equality of opportunity and respect for diversity.
- Shows respect and sensitivity towards cultural and religious differences.

Section 6 Safeguarding

- Demonstrates a commitment and understanding to Safeguarding and the promotion of the welfare and safety of children.
- Has 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.

Portal House School is 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.