Grove Park Academies

Aspire School

PERSON SEPCIFICATION

A = application, I = interview, R = references and P = presentation

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| **Essential** | **Desirable** | **A/I/R** |
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| **Qualifications** | | |
| Honours degree and qualified teacher status. | NPQH, NPQSL or other additional school leadership qualifications.  An additional specialist qualification in SEND. | A/I |
| Evidence of relevant professional development at senior leadership level. |  | A |
| Evidence of recent relevant professional development and training in safeguarding and financial management. |  | A,I,R |
| Commitment to further develop own professional knowledge and skills. |  | I |
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| **Experience** | | |
| Substantial experience in an SEND environment. |  | A/R/I |
| Proven record of successful leadership at a senior level in special education. |  | A/R/I |
| Experience of collaborative working with vulnerable families and multi-agency teams to support learners and their families’ needs. |  | A/I |
| Experience of financial planning, budgetary management and principles of best value. |  | A/R |
| Proven record of innovative curriculum design that reflects the needs of the learners. |  | R/I |
| Experience of leading and managing a wide range of staff. | Experience as a lead in appraisal and coaching. | R/I |
| Experience of planning, Implementing and evaluation a School Improvement Plan. |  | A/I/R |
| Experience in using tools and evidence, including pupil performance data to support, monitor, evaluate and raise standards in all aspects of the provision, including teaching and learning. |  | I/R |
| Experience of working successfully with governors, parents and other partners. | Experience of working with a diverse community. | I/R |
| Experience of being the Designated Safeguarding Lead (DSL) of the deputy DSL. | Has taken the role of Designated Teacher for Looked after or post order Children. | A |
| Experience of the Ofsted framework and processes in a leadership role. |  | A/I |
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| **Abilities and Skills** | | |
| Able to develop and communicate a clear vision that others aspire and embrace. |  | I |
| Provide inspirational leadership that imparts confidence and motivates staff, parents and learners. |  | I/P |
| Ability to embrace, lead and manage change. |  | A/I/P |
| Ability to prioritise and organise within the demands of being Headteacher. |  | A/I |
| Ability to lead and manage a range of staff. |  | I |
| Demonstrate excellent interpersonal skills, both written and oral, with an ability to communicate effectively with all stakeholders. |  | I/P |
| Able to work as part of a team with the ability to delegate effectively. |  | I |
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| **Knowledge and Understanding** | | |
| Knowledge and understanding of learners with ASD and social, language and communication needs. | Experience of transitions to the next setting. | A/I |
| Clear understanding of the role of self-evaluation in a continuous improving school. |  | I |
| Knowledge and understanding of the local and national requirements in SEND. |  | A/I/P |
| Secure knowledge and understanding of safeguarding procedures and legislation. |  | A |
| Knowledge and understanding of legal issues; for example, Health & Safety, GDPR, equal opportunities, race relations, disability, human rights and employment legislation. |  | A/I |
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| **Personal Qualities** | | |
| Excellent role model who is approachable and is committed to a strong collaborative leadership style. |  | A/R/I |
| Dynamic and reflective leader with the desire to continually drive for excellence for all learners. |  | A/R |
| Able to make difficult decisions based on putting the learners first. |  | R |
| Willingness to seek advice and help when necessary. |  | I/R |