

**PERSON SPECIFICATION FOR THE SELECTION OF THE ASSISTANT HEADTEACHER OF THE BRIER SCHOOL.**



<b>ATTAINMENTS AND EXPERIENCE</b>			
Criteria	Essential	Desirable	Evidence
Qualified Teacher Status	P		Application
Good Honours degree	P		Application
Special needs qualification or experience of working with children with SEND		P	Application/Interview
Recent, relevant professional development	P		Application/Interview
Leadership and management experience including safeguarding	P		Application/Interview
Successful and relevant teaching experience of pupils with learning difficulties	P		Application/Interview
Successful experience of developing the curriculum for pupils (SEND)	P		Interview

<b>SHAPING THE FUTURE</b>			
Criteria	Essential	Desirable	Evidence
Knowledge of:			
Local, national and global trends in special education	P		Interview
Strategically building, communication and implementing a shared vision for a school	P		Application/Interview
Strategic planning in a school context	P		Application/Interview
How to creatively lead changes through innovation and empowering others to carry the vision forward		P	Application/Interview
New technologies to improve the quality and effectiveness of special education		P	Interview
Effective strategies for communicating both within and beyond the school	P		Interview

<b>LEADING TEACHING AND LEARNING</b>			
<b>Criteria</b>	<b>Essential</b>	<b>Desirable</b>	<b>Evidence</b>
<b>Knowledge of :</b>			
Strategies for raising achievement and achieving excellence in the school context	P		Application/Interview
Using research in adopting principles and models of best practice in teaching for learning all pupils		P	Application/Interview
Successful implementation of effective behaviour management strategies in a school	P		Application/Interview
Strategies to ensure inclusion, diversity and access across the school	P		Interview
How to strategically lead curriculum design, delivery and development	P		Application/Interview
Strategies for developing effective teachers to ensure the entitlement of all pupils	P		Application/Interview
Using emerging technologies to support teaching and learning		P	Interview

<b>DEVELOPING SELF AND WORKING WITH OTHERS</b>			
<b>Commitment and ability to :</b>			
Develop interpersonal relationships, adult learning and models of continuing professional development (CPD)	P		Interview
Promote individual and team development to sustain a learning community that impacts on school improvement	P		Application/Interview
Share leadership and accountability for goals and standards aiming to achieve the school vision	P		Interview
Manage change, conflict and empower individuals and teams		P	Application/Interview
Collaborate and network with others within and beyond the school	P		Application/Interview
Give and receive effective feedback and act to improve personal performance	P		Application/Interview
Accept support from others including colleagues, governors and external agencies	P		Interviews

<b>MANAGING THE ORGANISATION</b>			
<b>Criteria</b>	<b>Essential</b>	<b>Desirable</b>	<b>Evidence</b>
<b>Commitment and ability to:</b>			
Apply principles and strategies of school improvement	P		Application/Interview
Plan and manage projects for implementing change	P		Application/Interview
Create policies, through informed decision-making, consultation and review		P	Interview
Carry out strategic financial planning, budgetary management and apply principles of best value		P	Application/Interview
Implement good practice in performance management	P		Application/Interview
Understanding legal issues relating to managing a school including Child Protection procedures, Equal Opportunities, Race Relations, Disability, Human Rights and Employment legislation	P		Interview
Use new and emerging technologies to enhance organizational effectiveness		P	Application/Interview
Equitably manage staff and resources		P	Application/Interview
Developing and sustaining a safe, secure and healthy school environment by understanding personnel, governance, security and access issues		P	Interview
Think creatively to anticipate and solve problems	P		Application/Interview
Manage (the school) efficiently and effectively on a day-to-day basis		P	Application/Interview
Delegate management tasks and monitor their implementation		P	Application/Interview
Knowledge/training/experience in constructing a school timetable		P	Application

<b>SECURING ACCOUNTABILITY</b>			
<b>Criteria</b>	<b>Essential</b>	<b>Desirable</b>	<b>Evidence</b>
<b>Commitment and ability to :</b>			
Abide by educational frameworks, including governance	P		Interview
Abide by public services policy and accountability frameworks, including self-evaluation and multi-agency working	P		Application/Interview
Use a range of evidence, including performance data and external evaluations to improve aspects of school life, including challenging poor behaviour	P		Application/Interview
Apply principles and practice of quality assurance systems, including (school) self-review and evaluation, performance management and stakeholder and community involvement	P		Application/Interview
Lead the team effectively and efficiently towards the academic, spiritual, moral, social, emotional and cultural development of all pupils		P	Interview
Hold other relative staff members to account for pupils learning outcome		P	Application/Interview
Good attendance record	P		Application/Reference

<b>STRENGTHENING COMMUNITY</b>			
<b>Criteria</b>	<b>Essential</b>	<b>Desirable</b>	<b>Evidence</b>
<b>Commitment and ability to :</b>			
Demonstrate political insight and anticipate trends that impact on the school community		P	Interview
Utilise rich and diverse resources within local communities – home, human, physical, business, other schools, other agencies	P		Application/Interview
Utilise the wider community beyond school and the opportunities it provides for pupils and staff	P		Application/Interview

## **SAFEGUARDING CHILDREN: SAFER RECRUITMENT AND SELECTION**

In addition to the candidate's ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children, including:

- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Emotional resilience in working with challenging behaviours; and, attitudes to use of authority and maintaining discipline

The post is subject to an Enhanced Vetting and Barring Check

## **OTHER**

Ability to maintain and further develop the strong bond with all members of the whole school community  
Ability to offer support and training to supported schools.