



Person Specification for the post of Headteacher, Queen Elizabeth School

Section 1 - Qualifications

Criteria	Essential	Desirable	Shortlisting evidence sought in Application (A) Interview (I) Reference (R)
1.1 Qualified teacher status.	✓		A
1.2 Evidence of further CPD or qualification in preparation for educational leadership.	✓		A
1.3 NPQH		✓	A
1.4 Level 3 safeguarding qualification		✓	A

Section 2 – Strategic Direction and Development

Criteria	Essential	Desirable	A, I, R
2.1. Ability to develop and articulate a clear educational vision and provide purpose, direction and inspiring leadership in its implementation	✓		A, I
2.2. Ability to develop policy, practice and culture in support of School aims and in line with statutory responsibilities	✓		A, I
2.3. Evidence of a contribution to the development and implementation of an ambitious evidence based School Improvement plan, using accurate self-evaluation information and student progress data.	✓		A
2.4. Knowledge of strategic budget setting, clearly defining financial priorities and in conjunction with the SBM, rigorous monitoring of spend against budget, achieving best value from financial resources.	✓		A, I
2.5. An understanding and evidence of successful partnership with a Governing Body	✓		A, I

Section 3 – Professional Experience

Criteria	Essential	Desirable	A, I, R
3.1 Evidence of successful senior leadership at headship or deputy headship level in a special or mainstream school.	✓		A, I, R
3.2 Evidence of managing challenging behaviour and working with a range of the following: severe and profound cognitive impairment, neurodevelopment difficulties (including speech & language and autism), sensory deficit, complex health needs, Social Emotional & Mental Health difficulties.		✓	A, I, R
3.3 Evidence of, and a demonstrable commitment to, safeguarding and promoting the welfare of all students, through development of school culture, policy, and collaboration with other service professionals.	✓		A, I, R



3.4 Evidence of effective working with vulnerable families and with multi-agency teams to develop integrated programmes of support for children with a range of barriers to their learning.		✓	A, I
3.5 Evidence of successfully managing significant change within an organisation in a constructive and sensitive manner.		✓	A, I, R
3.6 Evidence of successful management of staff performance including supervision, target setting and capability and / or conduct management procedures.	✓		A, I, R
3.7 Evidence of successful collaborative networking and the development of a range of partnerships with colleagues in: other schools; professional organisations; community groups and key stakeholders that bring benefit to the school community.	✓		A, I, R

Section 4 – Leading Learning and Teaching

Criteria	Essential	Desirable	A, I, R
4.1 Evidence of outstanding classroom practice.	✓		A, I, R
4.2. A clear understanding of the components of good curriculum development for students with Learning Disabilities, in preparation for a fulfilling lifestyle as valued members of the community including the world of work.	✓		A, I
4.3. Evidence of a deep understanding of how excellent planning and assessment contribute to outstanding outcomes for all students.	✓		A, I
4.4. Evidence of achieving credibility amongst colleagues when monitoring the quality of teaching, learning and assessment and providing quality, developmental feedback to teachers.	✓		A, R
4.5. Evidence of driving continual improvement in progress and attainment outcomes for all students.	✓		A, R
4.6. Evidence of creating effective education provision for disadvantaged and vulnerable students with severe, profound and complex learning needs as well as the more able.		✓	A, I

Section 5 – Personal Attributes, Qualities and Skills

Criteria	Essential	Desirable	Application
5.1 Evidence of effective deployment of human and financial resources to develop and sustain an innovative and personalised curriculum.	✓		A, I
5.2 Ability to analyse data and to draw up improvement plans which are monitored and evaluated and result in measurable improvement.	✓		A, I, R
5.3 Ability to develop leadership capacity and skills within teams and individuals, and so plan sustainable leadership succession.	✓		A, I, R



5.4 Resilient, solution focused and respond positively to challenges and able to work under pressure, determine priorities and meet deadlines. Delegate to others as relevant/ necessary, mindful of work life balance for self and others	✓		A, I, R
5.5 Ability to show respect and empathy at all times in order to work effectively in partnership with parents and other stakeholders.	✓		A, I
5.6 Be a skilled and able communicator who can, establish harmonious professional relationships in school and beyond and use a variety of media to ensure positive engagement and understanding.	✓		A, I, R
5.7 Be an inspirational leader, able to think analytically and enthuse others using a range of leadership styles to suit different situations and individuals, especially when under pressure or duress.	✓		A, I
5.8 Be a reflective practitioner welcoming of further personal and professional development opportunities.	✓		A, I, R
5.9 Ability to create a positive learning environment and an enjoyable place to learn and work, where everyone is committed to trying their best	✓		A, I
5.10 Be able to model the high standards in attitudes and behaviours required of others	✓		A, I, R

Section 6 – Knowledge

Criteria	Essential	Desirable	A, I, R
6.1. A deep understanding of the impact of an inclusive and therapeutic approach including; Speech, Language and Communication difficulties, physiotherapy, occupational therapy and their impact on personal development.		✓	A, I
6.2. An understanding of the impact of anxiety on behaviour and the need to address fear of failure and personalise the implementation of a consistent whole school behaviour policy that is both proactive and positive.	✓		A, I
6.3. A deep understanding of neurodevelopmental difficulties and the impact on learning, emotional development and social integration.		✓	A, I
6.4. A sound knowledge and understanding of the barriers to learning and inclusion experienced by pupils with Learning Disabilities, and of the range of improvement strategies which accelerate progress rates and close gaps for disadvantaged pupils.	✓		A, I
6.5. A sound knowledge and understanding of the relationship between Special School provision and primary/ secondary phase mainstream education, in the context of the current shifting educational landscape.	✓		A, I
6.6 A clear understanding of the key challenges in the SEND sector	✓		A, I