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| **HAYBROOK COLLEGE TRUST** | | | | | | |
| PERSON SPECIFICATION | | **Head of Centre for Millside School** | | | | |
|  |  | | | | | |
| Key | E= (Essential) D= (Desirable) A= (Application Form) I= (Interview process) | | | | | |
| Qualifications | | | E | D | A | I |
| 1 | First Degree or Equivalent | | ✓ |  | ✓ |  |
| 2 | DfE recognised Qualified Teacher Status or equivalent | |  | ✓ | ✓ |  |
| 3 | Evidence of participation in recent and Continuing Professional Development | | ✓ |  | ✓ |  |
| 4 | Evidence of, and impact from, CPD relevant to a senior leadership post | | ✓ |  |  | ✓ |
| 5 | Additional Post Graduate SEN qualification | |  | ✓ | ✓ |  |
| 6 | Current driving licence | | ✓ |  | ✓ |  |
| Successful and Substantial Experience of: | | | E | D | A | I |
| 8 | Managing the learning of pupils with challenging behaviour working in a special school setting | | ✓ |  | ✓ |  |
| 9 | Senior Management within a school’s Leadership Team | | ✓ |  | ✓ |  |
| 10 | Challenging underperformance at all levels and ensure effective corrective action and follow up | | ✓ |  | ✓ |  |
| 11 | Working collaboratively with a range of schools in a locality | |  | ✓ |  | ✓ |
| 12 | Working effectively in partnership with parents, carers and outside agencies to improve outcomes | | ✓ |  | ✓ |  |
| 13 | Leading and managing change within a school setting | | ✓ |  |  | ✓ |
| 14 | Experience of successfully managing negative and challenging behaviour and helping young people to grow in confidence with a positive vision for the future | | ✓ |  |  | ✓ |
| 15 | Evidence of working with the statutory framework for education, the SEN Code of Practice, safeguarding, health and safety and related statutory regulations and other current legislation | | ✓ |  | ✓ |  |
| 16 | Experience and understanding of Ofsted inspections and implement recommendations to improve provision | |  | ✓ |  | ✓ |
| Knowledge and Understanding  Able to evidence and apply up to date secure knowledge and understanding of: | | | E | D | A | I |
| 17 | Recent education developments, initiatives, legislation and how they may impact on the College | | ✓ |  |  | ✓ |
| 18 | School evaluation and school development planning to secure effective teaching and learning and raising standards | | ✓ |  |  | ✓ |
| 19 | effective teaching methods for with pupils with challenging behaviour and SEND | | ✓ |  |  | ✓ |
| 20 | Knowledge of Teacher Standards and how to apply these to assess teacher performance and promote professional development of others | | ✓ |  | ✓ |  |
| 21 | Knowledge of ‘Keeping Children Safe in Education” 2024 | | ✓ |  |  | ✓ |
| Leadership Skills and abilities | | | E | D | A | I |
| 22 | Working on own initiative and prioritising workload, anticipating and meeting deadlines around College priorities and timescales and to manage a complex workload | | ✓ |  |  | ✓ |
| 23 | Working closely with Executive Headteacher and Governors to lead on the strategic direction and development of the College | |  | ✓ | ✓ |  |
| 24 | Communicating clearly, calmly and professionally in the English language, both verbally and in writing with all children or adults | | ✓ |  | ✓ |  |
| 25 | The ability to motivate staff, pupils and the wider community and engage their active commitment to the Trust's vision | | ✓ |  |  | ✓ |
| 26 | High level of numeracy and financial understanding to manage budgets | | ✓ |  | ✓ |  |
| 27 | Responding to a wide range of complex queries and use high level decision making skills and able to solve problems analytically | | ✓ |  |  | ✓ |
| 28 | Dealing with a variety of challenging clients in a calm and professional manner and to successfully build constructive relationships with colleagues, parents, other educational establishments and external agencies | | ✓ |  |  | ✓ |
| 29 | Presenting information and contributing effectively at meetings | | ✓ |  | ✓ |  |
| 30 | Demonstrating enthusiasm, initiative and commitment to ensure that good practise is embedded across the College. | | ✓ |  |  | ✓ |
| 31 | Able to efficiently lead, manage and motivate a team including organisation and supervision of day-to-day work and performance management and be skilled at relationship management | | ✓ |  |  | ✓ |
| 32 | Ability to analyse and interpret data | | ✓ |  |  | ✓ |
| Personal Attributes  Able to consistently demonstrate evidence of: | | | E | D | A | I |
| 33 | Consistently demonstrating the behaviours expected by virtue of being a person in a position of trust | | ✓ |  | ✓ | ✓ |
| 34 | Personal and professional resilience in the face of challenging situations | | ✓ |  |  | ✓ |
| 35 | Strong personal motivation and drive | | ✓ |  |  | ✓ |
| 36 | Displays a passion for the most vulnerable and a drive to redress injustice by removing barriers to learning | | ✓ |  |  | ✓ |
| 37 | Reliability and integrity | | ✓ |  |  | ✓ |
| 38 | Being committed to maintaining a healthy work life balance for oneself and that of others | | ✓ |  |  | ✓ |
| 39 | A genuine concern to secure the educational progress of pupils irrespective of their ability, or ethnic, cultural or social background | | ✓ |  | ✓ |  |
| 40 | Being suitable to work with children and able to always maintain appropriate professional boundaries between oneself and children and other work colleagues | | ✓ |  | ✓ | ✓ |