

# Assistant Headteacher of Bedelsford School

## Person Specification

ESSENTIAL	DESIRABLE
<b>Qualifications</b>	
<ul style="list-style-type: none"> <li>▪ Qualified Teacher Status</li> </ul>	An additional qualification in the education of pupils with severe learning disabilities or SEN.
<b>Teaching Experience</b>	
<ul style="list-style-type: none"> <li>▪ Substantial and recent experience of teaching pupils with severe &amp; profound and multiple learning disabilities, including physical difficulties.</li> <li>▪ Experience of working effectively with young people who present with challenging behaviour</li> <li>▪ Experience of successfully leading a core Curriculum area</li> </ul>	Teaching experience in more than one key stage
<b>Professional Skills.</b>	
<ul style="list-style-type: none"> <li>▪ Proven ability to demonstrate outstanding classroom practice.</li> <li>▪ Proven ability to use assessment effectively to inform pupil progress and to analyse data to help the target setting process</li> <li>▪ Evidence of successful multi-agency working and integrated learning.</li> </ul>	
<b>Management &amp; Leadership</b>	
<ul style="list-style-type: none"> <li>▪ Proven ability to perform high level administrative duties commensurate with AHT post.</li> <li>▪ Proven ability in building and leading a staff team.</li> <li>▪ Proven ability in delegating responsibility and supporting team members with effective follow-up to ensure tasks are completed well.</li> <li>▪ Proven ability to work effectively and supportively as a team member.</li> <li>▪ Evidence of successful experience in developing and leading initiatives and managing change.</li> <li>▪ Evidence of effective contribution to the School Development Planning process.</li> <li>▪ Evidence of knowing how to evaluate a school's strengths and weaknesses.</li> </ul>	Evidence of innovative and creative work with parents and carers.
<b>Knowledge</b>	
<ul style="list-style-type: none"> <li>▪ Knowledge and experience of current good practice in special education provision.</li> <li>▪ Knowledge of recent developments in the curricula of schools for children with SLD and PMLD.</li> <li>▪ Knowledge of Keeping Children Safe in Education agendas.</li> <li>▪ Knowledge of how the National Curriculum Programmes of Study can guide curriculum planning.</li> <li>▪ Knowledge of how to promote independence and advocacy skills in children and young people with SLD and PMLD.</li> <li>▪ Commitment to one's own continuing professional development</li> </ul>	<p>An interest in educational research.</p> <p>Particular strengths and/or interests in certain curricula areas</p>

### Personal Skills

Proven ability to:

- Generate enthusiasm for new ideas in both pupils and staff and inspire others with confidence.
- Communicate effectively to groups and individuals, orally and in writing.
- Resolve conflict through empathy and negotiation, demonstrating a flexible approach to a variety of issues and a willingness to listen to others.
- Analyse situations, to prioritise and to help to implement realistic solutions and remain calm when working under pressure.
- Provide advice and guidance to parents in a positive and clear manner.

### Philosophy

- Commitment to the provision of high quality education for all pupils.
- Commitment to integrated service delivery.
- Evidence of understanding and commitment to Equality of Opportunity and having respect for pupils' individual differences.
- Commitment to parental partnership in education and developing links between school, home & the community.