

<b>Qualifications &amp; Training</b>			
1.	Qualified to teach and right to work in the UK	A	E
2.	Further recent relevant professional or academic study	A, I	E
3.	Training in delivery of specific strategies that support pupils to learn at Clarendon, e.g. Word Aware, TEACCH, Sulp, SCERTS etc.	A, I	D
4.	Commitment to addressing own professional development at an appropriate level (e.g. NPQH, MEd);	A, I	E

<b>Experience, Knowledge &amp; Understanding</b>			
5.	Substantial recent experience of effective Leadership within a special school or SEND setting, e.g. SRP, AP.	A, I, R	E
6.	Experience of Leadership in an expanding school	A, I	D
7.	Experience of Leadership in a Multi Academy Trust	A, I, R	D
8.	Experience of hosting Ofsted inspection as member of a SLT	A, I, R	E
9.	Substantial recent experience of working with pupils with learning difficulties and autism, and a sound knowledge of expected child development	A, I, R	E
10.	Experience of working with non-verbal learners and those who use augmentative means of communication including Makaton	A, I, R	D
11.	Recent experience as Designated Safeguarding Lead	A, I, R	D
12.	An understanding of the whole curriculum that meets the needs and aspirations of pupils aged 4-16 with Moderate Learning Difficulties and complex needs including those with Autism.	A, I, R	E
13.	Experience supporting pupils with challenging behaviours, and knowledge of positive interventions and strategies to help pupils manage and prevent behaviours that disrupt learning;	A, I, R	E
14.	An understanding of and commitment to promoting the role played by parents in raising standards and the importance of working with parents and other members of the wider school community;	A, I, R	E
15.	Experience of following rigorous, fair and transparent procedures for managing the performance of all staff, including under-performance	A, I, R	E
16.	Evidence of planning and delivering appropriate CPD that has positively impacted on pupil outcomes and promoted professional research	A, I, R	E
17.	Understanding of the SEND Code of Practice including active contributions to annual review meetings, and the update of EHCPs	A, I, R	E
18.	Experience of leading and managing change effectively including resolving conflict and demonstrating personal resilience	A, I, R	E
19.	Training and experience in Coaching and Mentoring	A, I	D
20.	Experience of leading inclusive learning, collaborating with mainstream schools;	A, I	D
21.	Experience of developing effective relationships with fellow professionals and colleagues in other services to improve academic, health and social outcomes for all pupils	A, I, R	E

### Skills and Abilities

*Applicants will need to show their ability to....*

22.	Inspire and lead by example, demonstrating positive relationships and attitudes with pupils, staff, parents, governors and/or Trustees and other partners to create and build effective teams	A, I, R	E
23.	Demonstrate excellent written and oral communication skills relevant to a range of audiences and including the effective use of technology	A, I	E
24.	Demonstrate a creative and innovative problem-solving approach, effectively focussing on finding solutions to issues	A, I, R	E
25.	By demanding ambitious standards for all, demonstrate an ability to overcome disadvantage and advance equality, providing support and challenge whilst instilling a strong sense of accountability in staff for the impact of their work on outcomes and holding them to account for their professional conduct and practice	A, I, R	E
26.	Evidence of effective financial planning, efficient use of resources and obtaining best value for money	A, I, R	E
27.	Demonstrate an understanding of the benefits of effective governance by enabling Governors and Trustees to fulfil their responsibilities, welcoming their involvement in school and providing information as requested, actively participating in Board and committee meetings and ensuring that the school is able to account for all aspects of performance	A, I	E
28.	Evidence of understanding robust self-evaluation processes (including analysing and interpreting a wide range of pupil/school performance data) that enable areas for improvement to be clearly identified.	A, I	E
29.	Experience of, as part of a SLT, developing, implementing, monitoring and reviewing an evidence-based School Development Plan that ensured rapid and sustained improvement and enabled Trust and/or school priorities and objectives to be met.	A, I, R	E