

| Attributes | Essential | Desirable |
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| Qualifications and | <p>Qualified Teacher Status (QTS).</p> <p>Degree in education or relevant field</p> | <p>Leadership and management qualification e.g. NPQH (National Professional Qualification for Headship)</p> <p>Further professional qualification in SEND (Special Educational Needs and Disabilities) or related field.</p> |
| Professional Development | <p>Proven track record of continuous professional development, including leadership training.</p> <p>Recent appropriate in-service training (relevant and significant to the post)</p> | |
| Experience | <p>Evidence of substantial and successful senior leadership experience in a special or inclusive educational setting</p> <p>Successful experience in leading and managing teams to improve outcomes for pupils with SEND.</p> <p>Experience in creating a positive and inclusive learning environment tailored to diverse needs.</p> <p>Proven track record of improving educational outcomes for pupil with complex needs</p> <p>Proven ability to work collaboratively with families, external agencies, and other stakeholders.</p> <p>Experience of working with governors, trustees, or a board of directors in a leadership role.</p> | <p>Experience in delivering specialist interventions or overseeing therapeutic provisions.</p> <p>Experience in developing and implementing individualised education plans</p> <p>Experience and appreciation of the needs of pupils across all key stages</p> |

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| Skills and Knowledge | <p>Evidence of developing and implementing effective school improvement strategies.</p> <p>Strong understanding of the needs and challenges of pupils with complex medical needs and physical disabilities</p> <p>Competent in using technology to enhance learning and administration</p> <p>Ability to manage and allocating budgets effectively to achieve strategic priorities.</p> <p>Experience and knowledge of multi-agency working to support complex needs.</p> <p>Comprehensive knowledge of SEND legislation, including the SEND Code of Practice and safeguarding requirements.</p> <p>Strong leadership skills, with the ability to inspire and motivate staff, pupils, and the school community.</p> <p>Ability to analyse data to monitor and improve pupil progress and outcomes.</p> <p>Strategic thinking skills to drive the school's vision and ensure continuous improvement.</p> | <p>Understanding of emerging educational technologies and their application in SEND education.</p> <p>Understanding of working as part of a MAT</p> |
| Personal Attributes | <p>Excellent communication and interpersonal skills to engage with the Governing Body and a wide range of stakeholders effectively.</p> <p>Empathetic and compassionate with a commitment to</p> | <p>Strong network within the special education community</p> <p>Active participation in professional organisations and forums</p> |

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| | <p>promoting equality, diversity, and inclusion.</p> <p>Passion for ensuring every child, regardless of need, achieves their full potential.</p> <p>Resilience, with the ability to sensitively manage challenges and maintain a positive outlook.</p> <p>Highly organized, adaptable and able to prioritize competing demands effectively.</p> <p>A creative and innovative approach to problem-solving</p> <p>A lead role in curriculum development and planning in special education</p> <p>Commitment to your own continuous professional development and that of staff</p> <p>A commitment to the development of the ethos of our school and the wider trust</p> | |
| Values and Vision | <p>A child-centred approach, with a commitment to safeguarding and promoting the welfare of pupils</p> <p>Fully committed to close home-school partnership</p> <p>Strong sense of integrity and fairness</p> <p>Alignment with the school's values, mission, and commitment to high-quality education for pupils with SEND.</p> | |

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| | Visionary leadership with the ability to adapt to the evolving needs of the school community | |
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Safeguarding Statement

Chadsgrove School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Successful candidates will be subject to an Enhanced Disclosure and Barring Service (DBS) check, online checks, references, and confirmation of their right to work in the UK, in line with Keeping Children Safe in Education.

We will be taking up references before your interview. Please let your referees know to expect a reference request once you are notified if you are being interviewed (if you have indicated that we may contact them).

This role is exempt from the Rehabilitation of Offenders Act 1974.