# HALLMOOR SCHOOL
## PERSON SPECIFICATION
### Head Teacher and
### Designated Safeguarding Lead

<table>
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<tr>
<th>Essential</th>
<th>Desirable</th>
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| Qualifications | • Qualified Teacher status  
• Degree /PGCE or equivalent qualifications |
| | • Other educational / professional qualifications, especially linked to SEN  
• Working on / or willingness to undertake NPQH  
• Designated Safeguarding Lead qualified  
• SENCO qualified |
| Knowledge and Experience | • Successful experience of teaching in a special school/setting  
• Successful experience of leading across more than one phase  
• Minimum of five years’ recent experience in a special school environment.  
• Experience as a Senior Leader in a special school / setting  
• Experience of leading on curriculum developments across school  
• Experience of management and leadership of a team of teachers and support staff  
• Experience of pupil data assessment in conjunction with other Senior Leaders in school  
• Experience or awareness of the Safeguarding role in a school setting.  
• Up to date knowledge and experience of safeguarding requirements and an ability to put this in to practice.  
• Evidence of providing excellent provision for all pupils and achieving high standards of pupil progress. |
| | • Experience in leading an aspect of non-curricular development e.g. School Council, Parents’ Groups  
• Experience of leading and supporting CPD  
• Experience in leading the annual review process  
• Experience of managing budgets successfully.  
• Experience of managing multi-faceted provision |
• An excellent understanding of and experience in using assessment and data management
• Experience in whole school monitoring and evaluation
• Experience in more than one school
• Experience in teaching pupils across the range of learning difficulties including ASD and SLD
• Recent experience in leading one or more curriculum areas, including identifying needs, planning, monitoring and evaluation of standards
• Proven ability in leading staff team’s / curriculum development and measuring progress
• Experience of coaching / mentoring / performance management / supporting colleagues
• Awareness of the SEN code of practice
• Experience of working with other agencies
• An understanding of the Inclusion agenda
• Experience of successfully leading and managing whole school change initiatives.
• Successful experience of raising achievement
• Successful experience of developing relationships with professional partners outside the School and relationships within the wider community.
• Knowledge of relevant statutory requirements relating to schools.
• Sound up to date knowledge of developments in education, teaching and learning and best practise.
• Understanding of how high quality performance management for all staff is linked to School improvement.

Professional skills

- Excellent teaching experience/classroom practitioner
- Experience in working with other partners / extended services / network group/ multidisciplinary partners
- Experience in Safeguarding procedures including Child Protection
- Experience in managing non-teaching staff e.g. TA’s, midday supervisors
- Working Knowledge of Data management
- Ability to work cooperatively as a leader and member of a team and in different

- Analysis of Data
- To be DSL Qualified.
- Ability to work with and be supportive of parents and families of pupils.
- Proven ability to implement strategies for raising pupil achievement including monitoring and evaluation of the work of others
- Excellent people skills – motivating, nurturing and challenging children and adults to achieve their best
- ICT skills for teaching and management
- Confidence, clarity and decisiveness in making and carrying out decisions
- To think strategically and develop a shared vision for the School.
- To create and implement a strategic School plan reflecting appropriate priorities.
- To monitor and evaluate the performance and progress of the School, in particular standards, achievement and the quality of teaching and learning.
- To manage and motivate individuals and teams to achieve high standards of performance.
- To manage conflict effectively
- To develop and maintain collaborative relationships with a wide range of agencies and individual.

<table>
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<tr>
<th>Professional Ethos and Commitment</th>
<th>Professional Appearance and Integrity when undertaking outward facing work beyond school</th>
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<tbody>
<tr>
<td>High expectations for self and others and a strong commitment to raising achievements</td>
<td>Consistency of approach to all</td>
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<td>Commitment to promote home-school partnerships</td>
<td>Maintenance of integrity and confidentiality within and beyond school</td>
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<tr>
<td>High expectations of pupil behaviour and strategies to meet the personalised learning and emotional needs of every child</td>
<td>Awareness and willingness to be involved in partnerships that support school</td>
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| Personal Attributes Evidence of: | • To command credibility and respect from all members of the school community.  
• Ability to build and maintain effective professional relationships with children, staff, Trustees, Governors, parents and the wider community.  
• Commitment to valuing diversity.  
• Emotional resilience and a sense of humour.  
• Ability to adapt to changing circumstances and new ideas.  
• To be an inspiring role model for staff and children.  
• Able to achieve challenging professional goals.  |
|---|---|
| Other Requirements: | • Commitment to supporting the vision, values and ethos of school and the Trust.  
• Satisfactory Enhanced Disclosure and Barring Service Check  
• Satisfactory References  
• All satisfactory pre-employment checks.  
• Adherence to the Trust dress code.  |