

Person Specification: Assistant Principal (Curriculum)

	Essential	Desirable
Qualifications		
Qualified Teacher Status	✓	
Post graduate accreditation linked to behaviour or mental health		✓
Leadership accreditation relevant to the post (e.g. NPQML or NPQSL)	✓	
Team Teach (or equivalent safe handling) accreditation	✓	
Training in Restorative Justice		✓
Experience		
Recent successful experience of working with and/or teaching learners with special educational needs within a school setting.	✓	
Experience of leading and managing at a senior leadership level including delivery of performance and school improvement protocols	✓	
Experience of working with children aged 5-18 with severe and complex social, emotional and mental health (behavioural) difficulties	✓	
Experience working with children aged 5-18 with Autistic Spectrum Disorder		✓
Proven ability to demonstrate excellent classroom practice.	✓	
The ability to evidence and evaluate one's own strengths and weaknesses.	✓	
Evidence of effective partnership working with parents, carers and a broad range of professionals	✓	
Ability to lead the school in curriculum development and effective teaching of a given subject.	✓	
Experience of delivering school capital projects on time and on budget		✓
Knowledge and Skills		
Knowledge of successful practice in teaching learners on the autistic spectrum or those with social, emotional or mental health issues including the ability to promote appropriate behaviour.	✓	
Knowledge of schools' management information systems, data collection and analysis and the ability to plan for interventions	✓	
Up to date knowledge and experience of current good curriculum and accreditation practice in special <i>and</i> mainstream education settings	✓	
Ability to provide high quality CPD/ coaching and a firm commitment to one's own continuing professional development.	✓	
Evidence of excellent interpersonal and communication skills (both written and verbal)	✓	
Understanding of the National Curriculum framework, relevant education frameworks and external accreditation and qualifications	✓	

Ability to work under pressure; able to plan and prioritise own workload and that of others	✓	
Evidence of ability to gain and maintain the confidence and respect of colleagues, pupils, parents and governors	✓	
Evidence of ability to work effectively and enthusiastically with other professionals and stakeholders	✓	
Personal Qualities		
Demonstrate initiative and self-motivation and work as an individual, but also as part of a team, willing to share knowledge/ tasks and take ownership and responsibilities	✓	
Willingness to constructively challenge the work of self and others to continually improve own and team performance	✓	
Effective time management skills and the ability to work under pressure to meet targets/ deadlines	✓	
Able to inspire and motivate others	✓	
Child Protection		
To be fully aware of and understand the duties and responsibilities arising from the statutory guidance, Working Together (March 2013) in relation to child protection and safeguarding children and young people as this applies to the role within the organisation	✓	
To also be fully aware of the principles of safeguarding as they apply to vulnerable children in relation to the role.	✓	

Personal Qualities		
Demonstrates initiative and self-motivation and can work as an individual, but also as part of a team, willing to share knowledge/tasks and takes ownership and responsibilities	✓	
Willingness to constructively challenge the work of self and others to continually improve own and team performance	✓	
Has effective time management skills and can work under pressure and meet targets/deadlines	✓	
Able to enthuse and motivate others	✓	

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To be fully aware of and understand the duties and responsibilities arising from the statutory guidance, Working Together (March 2013) in relation to child protection and safeguarding children and young people as this applies to the role within the organisation	✓	
To also be fully aware of the principles of safeguarding as they apply to vulnerable adults in relation to the role.	✓	