



**Person Specification for:
 Key Stage Leader (Post-16)**

Scale: Leadership Pay Scale

	ESSENTIAL	DESIRABLE
1. Qualifications	1.1 Qualified Teacher Status	1.1 Additional SEN qualifications 1.2 NPQSL 1.3 SLE
2. Experience	2.1 Significant leadership experience in one or more subjects in a special school setting 2.2 Successful teaching experience within a special needs setting 2.3 Experience of working with students with a range of type and degree of SEND 2.4 Knowledge of Preparation for Adulthood agenda	2.1 Experience of working with other non-educational agencies in supporting students with SEND 2.2 Experience of leading a team 2.3 Experience of teaching in a range of settings – both mainstream and SEN 2.4 Experience of leading post-16 provision
3. Professional Development	3.1 Evidence of continuing professional development relating to wider school initiatives 3.2 Evidence of CPD relating to SEND and Post-16 special school curriculum in particular	3.1 Ability to identify own learning needs and to support others in identifying their learning needs 3.2 Experience of working with other schools organisations
4. Leadership	4.1 Experience of working in and leading teams 4.2 Ability to delegate work and support colleagues in undertaking responsibilities 4.3 Ability to inspire and motivate staff, students, parents and governors 4.4 Ability to support and implement policies 4.5 Knowledge of what constitutes quality in educational provision, the characteristics of effective schools and strategies for raising the achievement of all students	4.1 Ability to analyse data, develop strategic plans, set targets and monitor and evaluate progress towards these 4.2 Experience of appraisal and supporting the continuing professional development of colleagues, including coaching for performance 4.3 Experience of working with governors to enable them to fulfil whole-school responsibilities 4.4 Experience of effective budget planning and resource deployment



<p>5. Learning and Teaching</p>	<p>5.1 Experience of a range of successful learning and teaching strategies</p> <p>5.2 A secure understanding of assessment strategies and the use of assessment to inform the next stages of learning</p> <p>5.3 Experience of effective monitoring of learning and teaching</p> <p>5.4 Secure knowledge of statutory requirements relating to the curriculum and assessment, including the Gatsby Benchmarks</p>	<p>5.1 A secure understanding of the requirements of the curriculum as a whole and to student's learning and development needs</p> <p>5.2 Knowledge of alternative curricular/vocational opportunities available for students with SEN (Secondary KSL role)</p>
<p>6. Accountability</p>	<p>6.1 Ability to communicate effectively, orally and in writing to a range of audiences</p> <p>6.2 Ability to provide clear information and advice to staff and governors</p>	<p>6.1 Experience of self-evaluation strategies</p>
<p>7. Skills, Qualities and Abilities</p>	<p>7.1 Ability to build and maintain good relationships</p> <p>7.2 Empathy with children and young people and parents</p> <p>7.3 High expectations of students learning and attainment</p> <p>7.4 High quality teaching skills</p> <p>7.5 Ability to remain positive and enthusiastic when working under pressure</p> <p>7.6 Ability to organise work, prioritise tasks, make decisions and manage time effectively</p> <p>7.7 Strong commitment to school improvement and raising achievement for all students</p>	

Isebrook SEN College is committed to safeguarding children, promoting the welfare of all students, and expects all staff to share this commitment