

SPECIALIST EDUCATION SERVICES

Person Specification in Relation to the Head of Education role

CANDIDATE INFORMATION

Person Specification		Essential (E) Desirable (D)	Evidence may be available from:		
			Applic. Form	Interview	Reference
Appearance/Demeanour					
1.1	Clean and neat appearance.	E		✓	
1.2	Confident bearing.	E		✓	
1.3	Ability to create a good impression with children, professional colleagues and parents.	E		✓	✓
1.4	Clear well-articulated voice with appropriate volume and pace.	E		✓	
1.5	Displays appropriate interpersonal skills in interaction with others.	E		✓	✓
Education, Qualifications and Training					
2.1	Qualified Teacher status and initial or post-graduate educational qualification.	E	✓		
2.2	Initial or higher degree or relevant higher qualification.	E	✓	✓	
2.3	Professional development undertaken to maintain up to date knowledge in selected field.	E	✓	✓	✓
2.4	Evidence of higher qualification in subject area related to professional role or other management qualification.	D	✓		
Experience/Skills					
3.1	Experience of a senior management position in an educational setting.	E	✓	✓	✓
3.2	An understanding of the management aspects of a senior role in a residential school/children's home setting.	E	✓	✓	✓
3.3	Successful classroom teaching experience.	E	✓	✓	✓
3.4	Successful experience with children displaying social, emotional and behavioural problems.	E	✓	✓	✓

3.5	Good communication skills both written and oral.	E	✓	✓	
3.6	Evidence of the ability to keep and maintain good records and to work both individually and collaboratively.	E	✓	✓	✓
3.7	An awareness of the requirements of working in a residential care setting that is the child's home.	E	✓	✓	✓
3.8	Evidence of having good classroom and behaviour management skills.	E	✓	✓	✓
3.9	Evidence of sound personal organisation skills.	E		✓	✓
3.10	Competent and well versed in curriculum development work, across the curriculum	E	✓	✓	✓
3.11	Conversant with a wider definition of curricular activities.	E	✓	✓	
3.12	An understanding of the issues around dealing with children displaying social, emotional and behavioural problems.	E	✓	✓	✓
3.13	Evidence of computer literacy, keyboard skills, software knowledge, and an understanding of communications technology.	E	✓	✓	✓
3.14	Evidence of suitable leisure time pursuits relevant to the children's needs.	D	✓	✓	
3.15	Evidence of the ability to arrive at decisions and reflect on their outcomes.	E		✓	✓
3.16	Experience of working in more than one establishment or setting.	D	✓	✓	✓
3.17	Evidence of administrative competence and skills in staff management, liaison and consultation.	E		✓	✓
3.18	Mainstream school experience.	D	✓	✓	✓
3.19	Evidence of involvement in staff development or INSET programmes.	D	✓	✓	✓
3.20	Evidence of leading or contributing to staff development or training programmes.	D	✓	✓	✓
3.21	An understanding of the professional childcare role.	D	✓	✓	
Motivation/Career Pattern					
4.1	Evidence of self motivation, the ability to be self-critical and a willingness to evaluate their own performance.	E	✓	✓	✓

4.2	A commitment to developing and improving their professional skills.	E	✓	✓	✓
4.3	An ability to enthuse and motivate children.	E		✓	✓
4.4	A desire to transmit professional skills.	E		✓	✓
4.5	An understanding of flexibility required in working in a 52 week children's home.	D	✓	✓	✓
4.6	Evidence of having thought about future career prospects.	D	✓	✓	✓
Interests					
5.1	An interest in and commitment to working with children with special educational and social needs.	E	✓	✓	✓
5.2	Interests outside the field of education.	E	✓	✓	
5.3	Evidence of a variety of cultural and social interests.	D	✓	✓	
5.4	Evidence of further reading in relevant and allied professional areas.	D	✓	✓	
Attitude, Temperament, Personal Qualities					
6.1	Evidence of leadership qualities and potential for growth.	E		✓	✓
6.2	Ability to think and act innovatively	E		✓	✓
6.3	Tact, discretion and sensitivity.	E		✓	✓
6.4	A sense of humour and warmth of personality.	E		✓	
6.5	Reliability, persistence and an even temperament.	E		✓	✓
6.6	Evidence of a caring nature that facilitates empathy as opposed to sympathy.	E		✓	
6.7	Self confidence in discussion with colleagues or when addressing a group of adults.	E		✓	✓
6.8	High level of emotional resilience in working with challenging behaviours. You will need to be personally emotionally robust and resilient when coming under pressure from outbursts of abusive, aggressive and physically demonstrative behaviour, or observing others in these circumstances.	E	✓	✓	✓
6.9	Loyalty.	E	✓		✓
6.10	Ability to relate well to other adults even on first meeting.	E		✓	

6.11	Evidence of strength of character.	E	✓	✓	✓
6.12	Awareness of the need for objectivity.	E		✓	
6.13	Ability to maintain an independent decision even if that attracts criticism.	E		✓	✓
6.14	Evidence of being a team player.	E	✓	✓	✓
Physical Capability					
7.1	Eyesight, hearing and physical stamina appropriate to the needs of the post.	E		✓	✓
7.2	Physically capable of engaging in a range of activities with children as exemplified by: - residential camps and trips away involving outdoor and adventurous activities - sporting and recreational activities, formal and informal, which will require your active participation, e.g. walking, swimming, actively supporting PE lessons, ice skating, hide and seek, rounders, climbing/playing imaginatively etc - lying, crouching and sitting on the floor playing with toys with a child	E		✓	✓
7.3	You will need to be personally comfortable with, and capable of, performing physical intervention and safe holding in accordance with our written policy and training.	E	✓	✓	✓
General Circumstances					
8.1	Potential for future professional development and promotion.	E	✓	✓	✓
8.2	Holds full current driving licence.	E	✓		
8.3	Understands the need to safeguard and promote the welfare of children.	E	✓	✓	✓
Gaps in employment history explored and resolved		YES/NO			