

## Cumbria Academy for Autism Person Specification: HEADTEACHER

**Please ensure that you provide evidence to address the criteria on the person specification. Evidence will be gathered from the application form and letter(A), at interview (I) and through references (R).**

**E -ESSENTIAL                      D- DESIRABLE**

*Certificates of professional qualifications must be brought to interview.*

Qualifications/Education/Training			A	I	R
1	Degree Level with Qualified Teacher Status;	E	x		
2	Evidence of regular and appropriate professional development in teaching practice;	E	x	x	
3	Evidence of regular and appropriate professional development in school leadership and management, e.g. NPQH or similar	D	x		
<b>Experience</b>					
4	Successful and sustained impact as a senior leader	E	x	x	x
5	Experience of working in more than one school	D	x	x	x
6	Management experience of Inclusion and SEN provision, especially autism (preferably in a special school setting);	D	x	x	x
<b>Evidence of Strategic Leadership and Impact</b>					
<b>A. Shaping the future (Knowledge of or commitment and ability to):-</b>					
7	Think strategically, by building, communicating and implementing a shared vision of excellence and equity for all;	E	x	x	x
8	Evaluate school performance and identify priorities for continuous improvement;	E	x	x	
9	Carry out day to day management, organisation and administration.	E	x	x	x
<b>B. Leading Autism Education at CAA (Knowledge of or commitment and ability to):-</b>					
10	Continually promote and adopt best practice in Autism provision throughout the organisation;	E	x	x	
11	Work with NAS and associated schools, to ensure educational opportunities at CAA are in line with current best practice;	D	x	x	
12	Work with higher education links to enable excellent training and research opportunities to further promote understanding of autism and how to provide cutting edge educational opportunities for students.	D	x	x	
<b>C. Developing Self and Working with Others (Knowledge of or commitment and ability to):-</b>					
13	Regularly review own practice, set personal targets, taking responsibility for own personal development;	E	x	x	x
14	Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities;	E	x	x	x
15	Manage change, conflict and empower individuals and team;	E	x	x	x
16	Work collaboratively with others, within and beyond the school, to build an open, fair and equitable learning culture;	E	x	x	x

17	Manage own workload and the work of individuals and teams effectively, providing support when necessary and delegating where appropriate;	E	x	x	x
18	Review the performance of staff, challenge and take action when performance is unsatisfactory, ensuring continuing Professional Development for all;	E	x	x	x
19	Demonstrate emotional intelligence, impact and presence, commitment, integrity, flexibility and enthusiasm.	E	x	x	
<b>Managing the Organisation</b> ( <i>Knowledge of or commitment and ability to</i> ):-					
20	Develop and maintain practice and policies that reflect the school's values, and enables the management systems, structures and processes to work effectively in line with legal requirements and reflect the school's core values;	E	x	x	x
21	Produce and implement clear, evidence-based plans and policies for the development of the school and its facilities, recognising national and local initiatives and government policy;	E	x	x	x
22	Manage the school's financial and human resources effectively and efficiently to achieve the school's educational goals, priorities and aspirations for all students at CAA;	D	x	x	x
23	Manage and organise the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations;	D	x	x	x
24	Ensure that the quality and use of resources is monitored, evaluated and reviewed to advance education for all students and provide value for money.	D	x	x	x
<b>Securing Accountability</b> ( <i>Knowledge of or commitment and ability to</i> ):-					
25	Apply principles and practice of quality assurance systems, including self-review, self-evaluation, performance management and stakeholder and community involvement;	E	x	x	x
26	Use a range of evidence, including performance data and external evaluations to improve aspects of school life, including challenging poor performance;	E	x	x	x
27	Lead the team effectively and efficiently towards the academic, spiritual, moral, social, emotional and cultural development of all pupils;	E	x	x	x
28	Fulfil commitments arising from contractual accountability to the CAA Trust and Governing Body;	D	x	x	
29	Create a school culture which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes;	E	x	x	x
30	Ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation;	E	x	x	x
<b>Strengthening Community Collaboration</b> ( <i>Knowledge of or commitment and ability to</i> ):-					
31	Ensure learning experiences for pupils are linked into, and integrated with the wider community, with strong focus on continuously developing opportunities for progression of students beyond CAA;	E	x	x	x
32	Collaborate with other agencies in providing for the academic, vocational, spiritual, moral, social, emotional and cultural well-being of pupils and their families and also to facilitate successful transitions;	E	x	x	x
33	Create an effective partnership with parents and carers to support and improve pupils' achievement, personal development and promote consistency of approach regarding learning and autism intervention outside of school;	E	x	x	x
34	Co-operate and work with relevant agencies to protect students at CAA.	E	x	x	x
<b>Safeguarding Children</b> ( <i>Knowledge of or commitment and ability to</i> ):-					

35	Form and maintain appropriate relationships and personal boundaries with children and young people	E	x	x	x
36	Demonstrate emotional resilience in working with challenging behaviours; attitudes to use of authority and maintaining discipline	E	x	x	x