**Person Specification**

**Role:**  Head of Personal Development

**Service:**  R.E.A.L. Independent Special Schools

**Location:**  Various to meet the needs of the role

**Accountable to:**  Head of Schools

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|  | Essential (E) or Desirable (D) | To be identified by: application form (AF), interview (I), reference (R) |
| **Knowledge** |  |  |
| The mission, vision and values of R.E.A.L Education  | E | AF/I |
| Statutory education frameworks, including governance, Ofsted EIF and SEND Code of Practice  | E | AF/I |
| Ways to build, communicate and implement a shared vision across a number of settings | E | AF/I/R |
| Leading change, creativity and innovation  | E | AF/I/R |
| Strategies for communication, both within and beyond the company | E | AF/I  |
| Approaches to ensuring a high quality learner personal development programme offer  | E | AF/I  |
| Learner personal development approaches and programmes from across a range of settings and ages and stages | E | AF/I  |
| Strategies for ensuring inclusion, diversity and access  | E | AF/I |
| Child protection and safeguarding procedures  | E | AF/I |
| The self-evaluation process and its role in driving continuous improvement  | E | AF/I |
| Strategies to promote individual, team and organisational development  | D | AF/I/R |
| Building and sustaining a learning community across a number of settings  | E | AF/I |
| The impact of change on organisation and individuals  | E | AF/I |
| Strategic financial planning, budgetary management and principles of best value  | E | AF/I |
| Legal issues relating to managing a school, including equalities, Health and Safety and SEND legislation  | E | AF/I |
| The use of a range of tools and evidence, including performance data, to support, monitor, evaluate and improve aspects of school life, including challenging poor performance  | E | AF/I |
| **Experience** |  |  |
| Significant experience of school leadership (at least 3 years) with a sustained record of school improvement  | E  | AF/I/R |
| Experience of designing and developing appropriate personal development programmes including RSE/Careers/Cultural capital/PSHE/ BV/ SMSC/ Preparation for Adulthood (PfA) | E | AF/I/R |
| Experience of ensuring high quality pastoral care and promoting positive mental health and well-being amongst vulnerable learners | E | AF/I |
| Evidence of successfully leading and sustaining educational initiatives  | D | AF/I |
| Evidence of effective personnel management  | D | AF/I/R |
| **Education and Training** |  |  |
| Qualified Teacher Status  | E | AF |
| Degree or equivalent  | E | AF |
| Evidence of continuing professional development  | E | AF |
| Qualification in a relevant discipline  | D | AF/I |
| **Qualities** |  |  |
| Ability to develop and maintain a clear vision for an appropriate and innovative personal development offer and support others to plan and deliver it. Ability to articulate this vision to diverse audiences  | E | AF/I/R |
| Ability to establish successful relationships at all levels and have good communication skills both verbal and written  | E | AF/I/R |
| Commitment, drive and the ability to achieve the highest standards and best practice across all aspects of the quality of education  | E | AF/I/R |
| Ability to cultivate a team ethic  | E | AF/I/R |
| Ability to lead, coordinate and delegate  | E | AF/I |
| Full UK driving licence and access to roadworthy vehicle | E | I |