

**Head of Assessment, Reporting and Recording
Person Specification**

Education and Training

Essential Criteria		Desirable Criteria	
Degree or equivalent		Recognised qualification in teaching children with VI or HI or MSI	
Qualified Teacher Status			
Knowledge			
Knowledge of current legislation and policies in the area of SEN, disabilities and pupil Inclusion. Particularly in relation to a higher ability setting			
Knowledge and understanding of Ofsted and CQC monitoring and CQC monitoring and Inspection requirements			
Knowledge of effective management systems and budget deployment, monitoring and reporting			
Experience of working in mainstream and/or special school settings with children with sensory impairments			
Successful experience in developing and implementing policies for children with sensory impairment needs in a range of schools and educational settings		Knowledge and understanding of the key features of inclusive teaching and learning	
Successful experience of collaborative work with other agencies to ensure high quality provision and improved outcomes for pupils with sensory impairment needs			
Understanding and experience of securing the views of children and young people and their parents/carers to support their children's learning			
		Experience of development planning and self-evaluation, including stakeholder feedback and evaluation of service delivery	
Sound knowledge of the national curriculum end strategies to ensure access for CYP and young adults with sensory impairment			
Knowledge of the specialist access needs to enable full curriculum entitlement e.g. Mobility and orientation, access tactile systems, listening skills training. Communication and language programmes, audiology, BSL		Knowledge and experience of family partnership delivery and development	
Experience or willingness to lead and motivate and team		Knowledge and experience of family partnership delivery and development	

Relevant Experience			
Essential Criteria		Desirable Criteria	
Experience of Teaching the National Curriculum		Experience of supervising, mentoring, coaching and developing staff	
Knowledge of the needs of SEN pupils in terms of access arrangements			
Experience of planning personalised learning programmes.			
Other Requirements Personal and professional integrity			
Skills & Abilities			
Essential Criteria			
Inspire, challenge, motivate and empower others			
Monitor and evaluate performance, celebrate and challenge poor performance			
Commit individual team and service accountability for pupil learning outcomes			
Model high professional standards in all aspects of work even when under pressure			
Ability to contribute an enthusiastic, clear vision			
Write clearly and accurately and communicate effectively with an appropriate sense of audience			
Show strong interpersonal skills and an understanding to build effective working relationships with a range of professionals and stakeholders		Advise on social policy and disability legislation	
Deliver high quality training to a range of audiences			
Be able to take a positive, problem-solving approach to inclusion			
Demonstrate evidence of understanding the Principles of equality and putting equal opportunity into practice			
Prove competence with ICT and fluency in using ICT skill in working practices			
Travel to meet the requirements of the service			
Demonstrate evidence of commitment to, management competencies: see Management Competencies below:			

Management Competencies			
Providing Direction Contribute to the development, and deliver the implementation, of operational plans for a range of specialist, professional teams providing services to a vulnerable and high need section of society. Improve organisational performance and service delivery across a complex area of issues and needs			
Managing Self and Personal Skills Develop and review personal resources to ensure performance objectives are achieved through leading a range of specialist professionals and services in a way which is consistent with the Multi Academy Trust's core values			
Using Resources Develop and implement plans (including development plans) regarding to the management of resources, including assets, ICT, finances and workforce planning in accordance with School and Academy policies and procedures and a complex multi-disciplinary range of statutory legislation			
Facilitating Change Lead, plan and monitor change initiatives and innovation to ensure the school improvements are achieved for a section of society that is vulnerable and has a complex range of need, in a school environment that is multi agency and will require a facilitation of fundamental change across multi professional, specialised teams promoting sustainability, marketability and succession planning			
Working With people To inspire, motivate and develop staff across a range of difference professional disciplines so ensure CYP and young adults, their families and carers, stakeholders, residents, members and users of the school experience a safe, efficient, appropriate and cost effective services. Engage and promote cross-service working within the school and local area so as to meet the objectives of the current legislation and local offer.			
Achieving Results To ensure all aspects of operational delivery providing a child-focused, accessible and cost efficient service.			