

Baskerville School

Headteacher: Allan Lacey M.Ed.



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PERSON SPECIFICATION

Headteacher – Baskerville School

QUALIFICATIONS & TRAINING

Essential:

- Qualified Teacher Status
- Degree or equivalent qualification
- Evidence of continuous professional development relevant to headship
- National Professional Qualification for Headship (NPQH) or willingness to undertake

Desirable:

- Additional qualifications in Special Educational Needs, particularly autism
- Master's degree or higher in education, leadership, or relevant field
- Specialised training in autism intervention approaches

EXPERIENCE

Essential:

- Substantial senior leadership experience in a large educational setting/school
- Proven track record of successful school leadership
- Experience of managing significant budgets and resources effectively
- Demonstrable experience in staff management, development, and performance monitoring
- Evidence of implementing positive behavior management strategies for pupils with complex needs

- Experience of successful collaborative work with external agencies and stakeholders
- Proven involvement in school improvement planning and implementation

Desirable:

- Previous headship or deputy headship experience in a special school setting
- Experience of leading a school through significant change or transition
- Experience managing multi-site provision
- Involvement in Ofsted preparation and inspection processes
- Experience of curriculum development specific to ASD pupils

KNOWLEDGE & UNDERSTANDING

Essential:

- Comprehensive understanding of the needs of young people with ASD and associated conditions
- In-depth knowledge of current educational legislation, policies, and practices in SEN
- Understanding of safeguarding requirements and procedures for vulnerable pupils
- Knowledge of effective teaching, learning, and assessment strategies for pupils with ASD
- Understanding of financial management and resource allocation in a school context
- Knowledge of strategies to promote inclusion and independence for pupils with ASD
- Understanding of staff development needs and continuous professional growth

Desirable:

- Knowledge of innovative approaches in ASD education
- Understanding of therapeutic approaches relevant to ASD students
- Knowledge of transition pathways for ASD students post-16
- Understanding of multi-disciplinary approaches to supporting complex needs

SKILLS & ABILITIES

Essential:

- Outstanding leadership skills with ability to inspire and motivate others
- Excellent communication skills, appropriate for different audiences
- Ability to think strategically and develop a clear vision for the school
- Strong analytical skills and ability to use data to drive improvement
- Ability to make challenging decisions and manage change effectively
- Capacity to build and maintain positive relationships with all stakeholders
- Strong organizational and time management skills
- Ability to prioritize and delegate effectively
- Skill in managing challenging situations with sensitivity and resilience

Desirable:

- Ability to secure additional funding or resources through grants or partnerships
- Skills in developing innovative curriculum approaches for ASD pupils
- Capacity to represent the school effectively in wider professional forums

PERSONAL QUALITIES**Essential:**

- Commitment to inclusive education and improving outcomes for pupils with ASD
- Resilience and determination in facing challenges
- Adaptability and openness to new approaches and ideas
- Empathy and understanding of the challenges faced by pupils with ASD and their families
- Personal integrity and professional conduct at all times
- Energy, enthusiasm, and a positive outlook
- Commitment to collaborative working and shared decision-making
- Reflective practitioner who values continuous improvement

Desirable:

- Creative approach to problem-solving
- Capacity for innovation in specialized education approaches

EQUAL OPPORTUNITIES

Essential:

- Demonstrable commitment to equal opportunities for all members of the school community
- Understanding of diversity and inclusion issues relevant to special education
- Commitment to promoting positive values and challenging discrimination

SAFEGUARDING

Essential:

- Understanding of safeguarding requirements for vulnerable pupils
- Commitment to ensuring the safety and wellbeing of all pupils
- Ability to establish and maintain robust safeguarding procedures

This post requires an Enhanced Disclosure and Barring Service check. The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

All candidates will be required to demonstrate their commitment to promoting and safeguarding the welfare of children and young people in our school.