

Recruitment person specification

Post being recruited for:

Our Behaviours

These apply to all posts

Respect – We're inclusive, we promote equality, we treat people with fairness, understanding and kindness and we consider others in our decisions and actions.

Integrity – We're open and honest, we take responsibility, we build trust and we pull together to do what's right for our residents, colleagues and city

Flexibility – We're open minded, we keep it simple, we adapt to provide great service and find better ways of doing things, and we embrace opportunities for shared working and learning

Managers

1. Specify what the essential requirements are for your vacancy under each category. All candidates that have disclosed a disability must be interviewed if they meet the essential requirements.
2. Specify what the desirable requirements are for your vacancy under each category. Desirable criteria can be used to shortlist candidates if you have a high volume of applicants. However, you cannot use desirable criteria when shortlisting any candidates that have disclosed a disability.

Person specification

Category	Essential	Desirable (not every post needs desirable requirements)
Experience	Experience of supporting children and young people with complex additional support needs withing an ASN setting. Experience in successful teaching across age and ability range with an understanding of the complexities of working within the ASN sector. Experience of using collaborative approaches in learning and teaching, including co- operative learning. Experience of using positive behaviour management strategies. Experience of working within a team to develop the curriculum and / or to develop policy for children and young people with additional support needs. Experience of working in partnership with parents, external agencies and the wider community, with a proven ability to foster links with the wider school community. Experience of leading an identified area for development within the school improvement plan at school level. Experience of managing allocated resources proactively and effectively.	Evidence of implementing ASN policies and practice in the primary sector. Experience of developing an inclusive learning environment and embedding throughout the school. Experience of implementing tracking and monitoring systems, to ensure consistency across the school. Experience of working within a team to develop the curriculum and / or to develop policy for children and young people who are working within Foundation Milestones. Experience of implementing the GIRFEC Planning Process in an ASN provision. Experience of implementing quality improvement procedures in an ASN school in the primary sector. Experience of managing allocated resources proactively and effectively, for example Pupil Equity Funding.

Knowledge, skills and understanding	Organisational awareness and knowledge of internal and external drivers. Comprehensive knowledge and understanding of the curriculum at all stages. Knowledge and understanding of key educational policies and priorities at national and local level. Sound knowledge and understanding of appropriate leadership and management theory. Sound knowledge and understanding of current child protection legislation. Practical application of knowledge and understanding across the key areas of the role. Demonstrable strong written and verbal communication skills with the ability to tailor communication to the needs of the audience Highly developed and demonstrable interpersonal skills. Proven ability to monitor and evaluate practice, including self-evaluation. Ability to motivate and lead employees effectively through participative management. Ability to manage and implement the pace of change and workload effectively. Demonstrable team leadership skills.	Knowledge and understanding of current educational research and the implications for improving practice within the ASN sector. Ability to motivate and lead an area of development and evaluate practice outwith the school setting.
Qualifications and training	Full Registration with GTC (Scotland) in Primary Education. Evidence of Continuing Professional Development relating to leadership and management.	Demonstrate competencies within Standard for Middle Leadership or equivalent post graduate qualification(s).
Job specific requirements	Please see Job Description attached.	