



Hope | Believe | Achieve

Head of School Inclusion Leader Person Specification

Category	Essential	Desirable
Qualifications / Professional Development	<ul style="list-style-type: none"> ▪ Qualified teacher status ▪ Evidence of continuing professional development relating to school leadership and management, inclusion and curriculum development ▪ Ability to identify own learning needs and to support others in identifying their learning needs 	<ul style="list-style-type: none"> ▪ Relevant postgraduate level qualification ▪ Hold the accredited SENCO qualification ▪ Recent, relevant National Professional Qualification
Experience	<ul style="list-style-type: none"> ▪ Substantial, successful teaching experience with outstanding outcomes in at least 2 of the 3 primary key stages ▪ At least 5 years successful teaching experience in the primary age range ▪ Successful experience in a leadership and management role ▪ Understanding of and commitment to promoting and safeguarding the welfare of pupils ▪ Experience of leading, coordinating and delivering professional development opportunities ▪ Experience of working with other schools / organisations / agencies ▪ Experience of leading and developing Nurture UK and other SEMH and pastoral provisions ▪ A proven track record of using data to monitor and improve outcomes for pupil groups (e.g PP, EAL, SEN) ▪ Successful experience of co-operating and working as part of a team ▪ Experience of setting targets and monitoring, evaluating and recording progress 	<ul style="list-style-type: none"> ▪ Teaching experience in at least 2 of the 3 primary key stages. ▪ At least 2 years' experience as a SENCO or Inclusion Leader ▪ Experience of teaching in more than one school ▪ Experience as an AHT or DHT ▪ A proven track record of successful applications for EHCPs and High Needs Funding ▪ Experience of implementing the annual review process for pupils ▪ Experience as a deputy DSL ▪ Experience of leading in a Church of England School ▪ Knowledge and understanding of the SIAMS framework ▪ Experience of dealing successfully with challenging and sensitive situations within a Primary School setting ▪ Experience of leading wellbeing across the school

Strategic Leadership	<ul style="list-style-type: none"> ▪ Ability to articulate and share a vision of primary education within the context of the school's mission statement ▪ Ability to inspire and motivate staff, pupils, parents and governors to achieve the aims of the school ▪ Evidence of successful strategies for planning, implementing, monitoring and evaluation of school development areas ▪ Ability to analyse data, develop strategic plans, set targets and monitor / evaluate progress towards these ▪ Knowledge of what constitutes quality in educational provision, the characteristics of effective schools and strategies for raising standards and the achievement of all pupils ▪ Evidence of successful strategies for planning, implementing, monitoring and evaluation of the school curriculum ▪ Evidence of solution focussed problem solving 	<ul style="list-style-type: none"> ▪ Knowledge of the role of the governing body ▪ Evidence of having successfully translated vision into reality at whole school level ▪ Experience of deputising for the Headteacher
Teaching and Learning	<ul style="list-style-type: none"> ▪ A secure understanding of the requirements of the National Curriculum and Early Years Foundation Stage ▪ Knowledge and experience of a range of successful teaching and learning strategies to meet the needs of all pupils ▪ Knowledge and experience of a range of successful teaching and learning strategies to meet the needs of specific pupil groups ▪ A secure understanding of assessment strategies and the use of assessment to inform the next stages of learning ▪ Experience of effective monitoring and evaluation of teaching and learning and other pupil provisions ▪ Secure knowledge of statutory requirements relating to SEND, the curriculum and assessment ▪ Understanding of the characteristics of an effective learning environment and the key elements of successful behaviour management 	<ul style="list-style-type: none"> ▪ Understanding of successful teaching and learning across the entire curriculum across all primary key stages ▪ Successful experience in creating an effective learning environment to meet the needs of all pupils ▪ Successful experience in developing and implementing policy and practice relating to Inclusion, Pastoral and SEMH needs ▪ Whole school curriculum leadership ▪ Promoting SMSC of pupils across the curriculum

Leading and Managing Staff	<ul style="list-style-type: none"> ▪ Experience of leading and co-ordinating staff teams ▪ Ability to delegate work and support colleagues in undertaking responsibilities ▪ Successful involvement in staff recruitment, appointment / induction ▪ Experience of leading performance management / appraisal and supporting the professional development of colleagues ▪ Understanding of effective budget planning and resource deployment ▪ Setting high and clear expectations, to hold others to account for performance and the contributions they make to the school community 	<ul style="list-style-type: none"> ▪ Experience of working with governors to enable them to fulfil whole school responsibilities ▪ Understanding of how financial and resource management enable a school to achieve its educational priorities ▪ Leadership of different staff teams
Accountability	<ul style="list-style-type: none"> ▪ Ability to communicate effectively, orally and in writing to a range of audiences – e.g. staff, pupils, parents, governors, ▪ present clearly a wide range of specialised information to both educationalists and non-educationalists ▪ Experience of effective whole school self-evaluation and improvement strategies ▪ Ability to provide clear information and advice to staff, parents and governors ▪ Secure understanding of current practice in performance management / appraisal, including capability ▪ Leading sessions to inform parents 	<ul style="list-style-type: none"> ▪ Experience of presenting reports to senior leaders and governors ▪ Understanding the criteria for the evaluation of finance and budgets ▪ Experience of offering challenge and support to improve performance
Skills, Qualities & Abilities	<ul style="list-style-type: none"> ▪ High quality teaching skills ▪ Strong commitment to the mission statement ▪ High expectations of pupils' learning and attainment ▪ Strong commitment to school improvement and raising achievement for all ▪ Ability to build and maintain good relationships ▪ Ability to remain positive and enthusiastic when working under pressure ▪ Ability to organise work, prioritise tasks, make decisions and manage time effectively ▪ Empathy with children, staff and parents ▪ Good communication skills ▪ Good interpersonal skills ▪ Stamina and resilience ▪ Effective ICT skills 	<ul style="list-style-type: none"> ▪ Effective at influencing and negotiating with others

References	<ul style="list-style-type: none"> ▪ Positive recommendation in professional references ▪ Satisfactory health and attendance record 	<ul style="list-style-type: none"> ▪ Professional reference without reservations. ▪ Strong positive examples of leadership impact
Safeguarding	<ul style="list-style-type: none"> ▪ Holy Trinity and St John's CE Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An enhanced DBS check is required for all successful applicants 	