

# **SALTWOOD CHURCH OF ENGLAND PRIMARY SCHOOL**



## **PERSON SPECIFICATION**

### **Deputy Headteacher & SENDCo**

#### **ESSENTIAL CRITERIA**

##### **Qualifications & Training**

- Qualified Teacher Status (QTS)
- National Award for SEN Coordination (or willingness to complete within 3 years)
- Evidence of continued professional development in leadership and SEND

##### **Experience**

- Proven experience as a successful classroom practitioner across primary phases
- Experience in a leadership role with demonstrable impact on school improvement
- Experience of working with pupils with a range of SEND needs
- Experience of leading staff development or mentoring colleagues
- Experience of working with external agencies and parents/carers to support SEND provision

##### **Knowledge & Understanding**

- Deep understanding of the SEND Code of Practice and statutory responsibilities
- Strong grasp of effective teaching and learning strategies, including inclusive practice
- Knowledge of school improvement planning and self-evaluation processes
- Understanding of safeguarding procedures and child protection responsibilities
- Familiarity with data analysis to monitor pupil progress and inform strategic decisions

##### **Skills & Attributes**

- Excellent communication and interpersonal skills with staff, pupils, and families
- Ability to lead, inspire, and motivate others with clarity and empathy
- Strong organisational and time-management skills
- Ability to manage change and drive improvement
- High level of emotional intelligence and resilience
- Commitment to promoting equality, diversity, and inclusion

### **DESIRABLE CRITERIA**

- Experience of leading whole-school initiatives or curriculum areas
- Experience of the EYFS and Key Stage 1 curriculum
- Experience of Ofsted inspections or school reviews
- Coaching or mentoring qualifications
- Knowledge of EHCP processes and funding applications
- Familiarity with digital tools to support SEND provision and leadership tasks

### **PERSONAL QUALITIES**

- Passionate about inclusive education and improving outcomes for all learners
  - Reflective, adaptable, and solution-focused
  - Approachable and collaborative team player
  - High expectations of self and others
  - Commitment to the school's vision, values, and community ethos
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