



CLIFTONVILLE PRIMARY & PRE-SCHOOL

Independence Safe and Settled Resilience Respect Aspiration Learning Community
As an outstanding school we will inspire children to achieve more than they ever believed possible

That every member of our school community is challenged and supported to be the very best they

can be

That through our high-quality learning experiences & curriculum we will improve the life-chances of our children

That we educate the whole child so they can thrive in a changing world

SENDco and Leader of Inclusion (Assistant Headteacher) Person Specification

Essential Qualifications and Experience

Qualified Teacher Status (QTS).

The **National Award for SEN Coordination**, or willingness to undertake it within the required timeframe (3 years of taking up the role).

Evidence of other NPQ leadership qualifications

Successful teaching experience in the primary phase.

Proven experience of leading in a primary school (SEND provision and/or inclusion or other)

Experience of working in a **diverse school community** with high levels of SEND, Pupil Premium, EAL and pupil mobility.

Essential Knowledge and Understanding

Secure understanding of the **SEND Code of Practice** and inclusive pedagogy.

Strong knowledge of evidence-based approaches to meeting a wide range of needs.

Understanding of the interaction between SEND, disadvantage, language acquisition, attendance and wellbeing.

Knowledge of safeguarding, early help and multi-agency working.

Skills and Abilities

Ability to think and act **strategically**, linking inclusion to whole-school improvement.

Strong analytical skills, including the ability to use data to evaluate impact and inform decisions.

Excellent communication skills with pupils, staff, parents, governors and external agencies.

Ability to inspire, challenge and support colleagues to improve inclusive practice.

Effective leadership and management skills, including line management and coaching.

Personal Attributes

A strong commitment to **equity, inclusion and high expectations for all pupils**.

Resilient, reflective and solution-focused in a fast-paced, complex school environment.

Collaborative, approachable and able to build trust with families and colleagues.

Calm, organised and able to prioritise effectively under pressure.

A visible role model for inclusive values and professional conduct.

Desirable

Experience as a member of a leadership team.

Experience of working with a high number of EHCPs.

Additional qualifications or training relating to SEND, inclusion, trauma-informed practice or leadership.

Experience of leading or contributing to whole-school improvement initiatives.

Claire Whichcord,
Headteacher

May 2026

