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|  | **Person Specification**  **Assistant Headteacher with responsibility for Inclusion** |  |

The successful candidate will:

* have knowledge of theory and research pertaining to SEND
* have extensive middle leadership experience leading on SEND, pastoral matters, and be able to evidence initiatives they have been instrumental in leading that have had a significant impact on student outcomes
* be able to evidence how their understanding of the contexts in which children with additional needs have fed in to a rigorous, focussed and successful SEND programme
* understand the challenges faced by some young people as they progress through the education system and be able to evidence proactive strategies they have used to ensure the most positive outcomes for them.
* be able to evidence how they have led on specific cases that have supported the achievement of children with additional needs due to the interrelationship between parents, students, outside agencies and School.

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| **Qualifications**  **Essential**   1. Good honours degree with teaching qualification 2. Strong general academic profile 3. Qualified teacher status |
| **Experience**  **Essential**   1. Successful teaching experience within the primary age range 2. Experience of working with a DSL and close involvement in safeguarding issues, together with a clear understanding for Child Protection policies and an understanding of their whole school implications 3. Experience of working with SEND/AEN students and an understanding of how provision for SEND/AEN integrates into the wider school context 4. Sustained positive and successful leadership and management of a team 5. Experience of successful implementation of theory and practice, and positive outcomes 6. Experience of managing whole school issues with skill and expertise 7. SENCO qualification or willingness to work towards 8. Experience of managing change successfully.   **Desirable**   1. Evidence of professional development undertaken in safeguarding training 2. Evidence of professional development undertaken in SEND/AEN 3. Evidence of contributing to whole school improvement strategies 4. Experience of using performance management processes to contribute to school improvement 5. Evidence of use of specific SEND data to improve outcomes |
| **Knowledge and Understanding**  **Essential**   1. Educational aspects specific to a mixed gender high achieving educational environment 2. What motivates, challenges and engages children in an educational context 3. What promotes student wellbeing 4. Wider pastoral issues in a primary school context 5. Monitoring and evaluation strategies 6. How effective support systems contribute to wellbeing and student achievement 7. Principles and practice of school self-evaluation   **Desirable**   1. The research on the effects of new media and the digital age on the wellbeing of children 2. Awareness of current trends and contexts nationally both within and without the SEND context 3. Experience of being a Performance Management reviewer and a mentor to other collegues 4. Research on the changing practices of SEND in a budget limited environment and impact on achievement |
| **Skills**  **Essential**   1. Excellent teaching, interpersonal and communication skills 2. Ability to motivate staff and build high performing teams 3. Ability to develop, implement and embed policies 4. A high level of ICT skills   **Desirable**   1. Ability to build a consistently high performing team |
| **Qualities**  **Essential**   1. High standards and expectations of self and others 2. Integrity, loyalty, confidentiality and commitment 3. The capacity to inspire confidence in staff, parents, children and other stakeholders 4. Ability to be flexible, manage change and work calmly under pressure 5. Sense of humour and enthusiasm 6. The capacity to understand, empathise and engage well with children 7. Commitment to, and an understanding of, the role of education in preparing able children for both academic and personal success 8. Clear ethical framework which underpins all that is said and done 9. A strong team member who enjoys working co-operatively and collaboratively 10. Flexible self-starter who is confident in their own judgement and experience |