



Person Specification – Head of Personal Development and Wellbeing & SENCO

Professional Qualifications & Experience

Essential

- Qualified Teacher Status
- Willingness to undertake the National Award for Special Educational Needs Co-ordination (if not held)
- Evidence of significant and relevant continued professional learning
- Completed training in preparation for a senior leadership and management role
- Knowledge of the SEND Code of practice, equal opportunities and disability discrimination and how they apply to pupils
- Knowledge of how the curriculum can be adapted for SEND pupils
- Experience and / or CPD in Wellbeing initiatives and management
- Experience on leading one or more curriculum areas, developing the curriculum and identifying pupil needs, planning, monitoring and evaluation of standards

Desirable

- Has the National Award for Special Educational Needs Co-ordination
- Has the NPQSL Qualification or SLE experience
- Has experience of senior leadership in school
- Has experience of leading, motivating and managing a staff team (Teachers / Teaching Assistants)
- Is confident in reporting directly to the Governing Body at meetings

Personal skills and Attributes

Essential

- Approachable with excellent interpersonal and communication skills to a wide audience
- A commitment to inclusive education and willingness to respond to the needs of individual learners with sensitivity
- An ambitious and diligent professional who can motivate and inspire others including pupils, teachers, parents and governors.
- Commitment to safeguarding and promoting the welfare of children.
- Ability to promote and develop positive relationships within and beyond the schools
- Ability to analyse, prioritise and meet deadlines
- Resilient. Having the ability to remain positive with a cheerful disposition and retain your sense of humour!
- Proven track record of achieving targets - tenaciously ensuring projects are seen through to completion
- Able to support the Christian Distinctiveness of the Federation Schools



Shaping the Future – strategic direction

Essential

- Is able to articulate a strong and clear vision for high quality primary education for all SEND and Vulnerable Pupils in the Federation
- Can articulate ways of building, communicating and implementing a shared vision based on a Christian ethos
- Able to use assessment data to analyse SEND and Vulnerable Pupils Performance
- Demonstrates an understanding of the importance of Personal Development for all pupils and staff
- Has experience of providing quality Pastoral Care to allow all children to make good progress

Desirable

- Has experience in leading Wellbeing Strategies and Initiatives including work with other agencies to promote the Wellbeing of children and staff
- Has experience in leadership of Personal Development strategies for pupils and/or staff
- Has experience in and contributed to school improvement planning
- Has experience in contributing to setting the ethos of schools

Leading SEND and Inclusion Teaching and Learning

Essential

- Is an outstanding classroom practitioner who can model the principles of effective teaching and learning to a high standard, especially for SEND Pupils
- Has an excellent understanding of assessment and how it can be used to plan curricular interventions to accelerate pupil progress for SEND pupils
- A secure understanding and experience of effective planning, implementation a personalised broad, challenging and balanced curriculum for SEND pupils, following statutory requirements
- Knowledge of the range and type of SEND interventions available and be able to apply these in the context of available resources and the individual pupil
- Ability to play a leading role in implementing a positive reflective learning ethos for SEND Pupils, in line with the school vision and aims
- Ability to develop strategic school improvement planning, including ensuring Wellbeing, SEND, Personal Development and Inclusion action plans are on track and align with the SIP
- Can articulate strategies for improving the quality of teaching of colleagues for SEND and Vulnerable Pupils by motivating, challenging, supporting and developing staff
- Has experience of working in partnership with staff to monitor, evaluate and improve teaching and learning for SEND Pupils



- Understands the relationship between effective Wellbeing provision for ALL pupils and the impact on pupil outcomes and mental health
- Experience and training in Safeguarding Procedures

Desirable

- Has successful experience of teaching in more than one school
- Has undertaken Designated Safeguarding Lead Training
- Has experience of curriculum design and management, especially relating to SEND Pupils
- Experience of Wellbeing Strategies and their impact on Mental Health and Outcomes
- Has experience of High Needs Funding Applications and Individual Educational Health Care Plans

Developing Self and working with others

Essential

- Understands the importance of working in partnership with colleagues
- Demonstrates commitment to shared, distributed leadership and effective team work
- Has experience of working alongside colleagues to improve their classroom practice for meeting the needs of SEND and Vulnerable Pupils
- Understands the relationship between managing performance, professional development and school improvement
- Can articulate strategies to develop professional learning of individuals and teams
- Demonstrates high expectations for self and others
- Has experience of giving effective feedback to improve the performance of others as part of the performance management process.

Desirable

- Has experience of dealing with conflict and managing challenging situations
- Experience of working in collaboration with a School Business Manager to ensure value for money and that expenditure remains within existing budgets

Organisational Management

Essential

- Demonstrates understanding of the need to develop and sustain a safe, secure, healthy and fair school environment
- Able to prioritise, plan and organise own workload and that of others
- Displays the ability to think creatively to anticipate and solve problems
- Has excellent ICT skills and a clear understanding of the Digital Environment in Schools



Desirable

- Has experience of project management for planning and implementing change
- Has successfully developed, implemented, monitored and evaluated school policies
- Has experience of implementing the performance management process

Strengthening the School Community

Essential

- Has successfully used a range of strategies to encourage parents to support their children's learning
- Has the capacity to build partnerships and community consensus, on Christian values, beliefs and shared responsibilities
- Is able to listen to, reflect and act on feedback from stakeholders as appropriate
- Shows a commitment to the wider curriculum beyond school and the opportunities it provides for pupils and the wider community

Desirable

- Has experience of working collaboratively with other schools or communities to improve outcomes
- Has experience of supporting other schools e.g. SLE outreach

Securing Accountability

Essential

- Has a good understanding of the role of the Local Authority, the diocese and external bodies such as OFSTED and SEND support services
- Has a good understanding of the need to be accountable to parents of SEND and Vulnerable Pupils for the quality of education of their child and can articulate strategies that would enable parents to be involved in the life of the school
- Has previous experience of challenging and supporting others in order to achieve specific targets
- Demonstrates understanding of individual, team and whole school accountability for SEND/Vulnerable pupil learning outcomes
- Has a good understanding of Wellbeing Strategies and how they can be implemented in School Culture, to ensure the best outcomes and life chances for pupils and staff.

Desirable

- Has experience of reporting on all SEND, Wellbeing and Personal Development matters to a range of audiences including the Governing Body, in a clear and concise manner.
- Has experience of OFSTED Inspections in Schools and an understanding of Ofsted requirements relating to the quality of SEND Provision and Pupil Wellbeing