Assistant Headteacher – Inclusion - Person Specification

	Application	Interview	Task
Experience			
Experienced and qualified SENDCO (for the right candidate Governors would consider someone with significant experience of SEND who was willing to do the qualification asap)	X	x	
Extensive experience working with pupils with SEND and behavioural needs.	X	x	
Extensive experience of teaching across the primary phases.	x		
An extensive knowledge of what high-quality teaching and learning is.	X		
Strong knowledge of the SEND Code of Practice and safeguarding policies.	x		
Excellent leadership and management skills, with the ability to inspire and support staff.	x		
Experience in mentoring and coaching staff to improve practice.		x	
Experience of working as a middle leader with a clear capacity to work as a senior leader.		x	
Experience in developing and implementing school-wide policies.		x	
Ability to build positive relationships with pupils, parents, and external stakeholders.	X		
Extensive experience of working with behaviourally challenging children.	X		
Strong knowledge of a range of behavioural strategies to support and develop good behaviour systems within school.	x		
Experience of working in a primary school in a challenging context.	X		
Qualifications/Training			
QTS Status with experience in a leadership role	X		
National Award for SEN Coordination	X		
Training in De-escalation and positive handling strategies (recent qualification desirable)	x	X	
Practical Skills			
Ability to implement and monitor effective policies and procedures.	x		X
Strong organisational skills with the ability to manage multiple priorities.		X	
Ability to organise your own workload with efficiency and effectiveness Ensure priorities and deadlines are met.	X		
Ability to work within an established structure and build effective team relationships.	X		
Ability to analyse data effectively to drive improvements in SEND		X	
Proven ability to manage and deploy resources efficiently.		X	
Ability to respond flexibly to a busy environment with conflicting priorities.		X	x
Personal Qualities and Attritbutes			
A passionate advocate for inclusive education and pupil well-being.	X	X	
Excellent communication and interpersonal skills, with the ability to build strong relationships with pupils, staff, parents, and external agencies.	X	X	
A reflective and proactive approach to problem-solving and decision-making.		X	x
High levels of emotional intelligence, resilience, and adaptability.	X	X	x
Commitment to upholding the values and ethos of the school.	X	X	x

A strong work ethic and commitment to get the job done!		X	
Other			
Ability to identify your own training needs and willingness to participate in training and development opportunities.		X	
To comply with the Schools commitment, policies and procedures in relation to the protection and safeguarding of children.	X		