



ASSISTNT HEADTEACHER- PRIMARY SENCo AND INCLUSION- PERSON SPECIFICATION

Essential	Desirable	Evidence
Qualifications and experience		
<p>First degree.</p> <p>Qualified teacher status.</p> <p>A continued commitment to own professional development.</p> <p>As a middle leader within the same phase school/academy.</p> <p>Teaching experience within the designated age range.</p> <p>Of child-safeguarding issues and successful use of measures that promote and ensure the safe-guarding of children.</p> <p>Excellent knowledge of current legislation and guidance on SEN entitlements and provision.</p> <p>Experience of direct working with students with SEN, organising provision, including preparation of IEPs.</p> <p>Qualification in SEN.</p>	<p>Further relevant professional studies.</p> <p>Experience of more than one school/academy.</p> <p>Experience of more than one key stage.</p>	<p>Application form</p> <p>Certificates</p> <p>References</p>
Leading strategically with specific reference to specialism		
<p>Knowledge and understanding of:</p> <p>Models of effective leadership and organisational structures.</p>	<p>Knowledge and understanding of:</p> <p>Developments in education at local, national and global</p>	<p>Application form</p>

Essential	Desirable	Evidence
<p>New technologies and their potential impact.</p> <p>Strategic planning processes, tools and techniques.</p> <p>Ways of achieving stakeholder and community engagement.</p> <p>Leading change, creativity and innovation.</p> <p>Skills:</p> <p>Think strategically, analytically and creatively.</p> <p>Deal with complexity and uncertainty.</p> <p>Build a vision and communicate clear purpose and sense of direction.</p> <p>Anticipate, lead and manage change.</p> <p>Use research to support and challenge practice.</p> <p>Inspire, challenge, motivate and empower others to attain challenging outcomes.</p> <p>Celebrate achievement and acknowledge excellence.</p> <p>Model the vision and values of the school.</p>	<p>levels.</p> <p>Skills:</p> <p>Work strategically with governing board.</p> <p>Demonstrate political acumen.</p> <p>Build capacity and achieve sustainability.</p>	<p>Letter of application</p> <p>References</p> <p>Interviews</p>

Essential	Desirable	Evidence
Leading teaching and learning with specific reference to specialism		
<p>Knowledge and understanding of:</p> <ul style="list-style-type: none"> Methods to ensure the specified teaching standards 2012 are harnessed and maintained by all teaching staff. Curriculum design and management. Ways of applying effective practice and research evidence to improve outcomes. Principles of quality learning, teaching and assessment including school review and self-evaluation. Use of external support and expertise. New technologies to support learning and teaching. Strategies for improving outcomes and achieving excellence for all. Tools for data collection and analysis. 	<p>Knowledge and understanding of:</p> <ul style="list-style-type: none"> Political impact of external, community or family factors on learning. Behaviour and attendance management. 	<ul style="list-style-type: none"> Application form Letter of application References Interviews
<p>Skills:</p> <ul style="list-style-type: none"> Design, develop and deliver the curriculum. 		

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<p>Demonstrate equality and diversity in teaching and learning.</p> <p>Achieve the best possible learning outcomes for all.</p> <p>Use developmental models for teaching and learning.</p> <p>Engage parents in student's teaching and learning.</p> <p>Manage and use performance data.</p> <p>Deploy technology to support teaching and learning.</p> <p>Develop and use effective assessment and moderation systems.</p> <p>Understand whole school culture of best practice in teaching and learning.</p> <p>Understand flexible and comprehensive learning opportunities for all students.</p> <p>Capitalise on appropriate sources of external support and expertise.</p> <p>Evaluate, review and develop systems and structures.</p>		
<p>Leading the organisation with specific reference to specialism</p>		

Essential	Desirable	Evidence
<p>Knowledge and understanding of:</p> <ul style="list-style-type: none"> Employment market, effective recruitment, deployment and management of staff. Technology to enhance organisational effectiveness. Strategies to maximise contributions from the workforce. Accountability frameworks. <p>Skills:</p> <ul style="list-style-type: none"> Seek expertise and advice from within and outside the school. Delegate, collaborate and distribute leadership. Manage others within an accountability framework. Create an environment which enables people to perform at their best and underpins effective employee relations. 	<p>Knowledge and understanding of:</p> <ul style="list-style-type: none"> Legal issues relating to leading and managing a school, derived from all relevant statutory and regulatory frameworks. Development of and access to school buildings and facilities. Strategic financial planning, budget management and principles of best value. Organisational development, planning and implementing change. Project management techniques. <p>Skills:</p> <ul style="list-style-type: none"> Manage the school's financial, human and physical resources. Establish structures and systems so operational decisions are based on informed discussion. Develop and sustain a safe, secure and healthy school environment. Create a working environment which takes account of 	<ul style="list-style-type: none"> Application form Letter of application References Interviews

Essential	Desirable	Evidence
	<p>workload and work-life balance.</p> <p>Manage industrial relations.</p>	
<p>Leading people with specific reference to specialism</p>		
<p>Knowledge and understanding of:</p> <p>Significance of interpersonal relationships, including impact on teacher performance and pupil learning.</p> <p>Performance management, continuous professional development and sustained school improvement.</p> <p>Building motivation, including the importance of celebrating achievement.</p> <p>Own performance, ways of obtaining feedback and how to improve.</p> <p>Support and development systems for individuals and teams.</p>	<p>Knowledge and understanding of:</p> <p>Building and sustaining a learning community within a diverse workforce.</p>	<p>Application form</p> <p>Letter of application</p> <p>References</p> <p>Interviews</p>
<p>Skills:</p> <p>Develop self-awareness, self-management and self-confidence and use effectively.</p> <p>Listen, reflect and communicate effectively.</p>	<p>Skills:</p> <p>Negotiate and manage conflict, providing appropriate support.</p> <p>Foster an open, fair and equitable culture.</p> <p>Motivate, develop, empower and sustain individuals and</p>	

Essential	Desirable	Evidence
<p>Give feedback and provide support to improve performance.</p> <p>Hold people to account and challenge under performance.</p> <p>Develop a culture of learning and continuous professional development.</p> <p>Receive and act on feedback to build on strengths and improve personal performance.</p> <p>Create a culture which encourages ideas and contributions from others.</p> <p>High standards of personal and professional conduct.</p>	<p>teams.</p>	
<p>Leading in the community with specific reference to specialism</p>		
<p>Knowledge and understanding of:</p> <p>Multi-agency work (including the team around the student), benefits and risks of multi-agency working.</p> <p>Collaboration and partnership working (including school, home, community and business partnerships).</p> <p>Wider curriculum beyond the school and opportunities it provides.</p> <p>Skills:</p> <p>Establish and engage in partnerships, including working with</p>	<p>Knowledge and understanding of:</p> <p>Extended service provision, commissioning and contracting.</p> <p>The diversity of professional cultures and ways of working.</p> <p>Diversity and community cohesion issues.</p> <p>Strengths, capabilities and objectives of other schools, services and agencies.</p> <p>Skills:</p>	<p>Application form</p> <p>Letter of application</p> <p>References</p> <p>Interviews</p>

Essential	Desirable	Evidence
<p>multi-agency teams.</p> <p>Consult, engage and communicate with staff, pupils, parents and carers to enhance pupil's learning.</p> <p>Engage in cross phase working and transition issues.</p>	<p>Collaborate and work within and across the community.</p> <p>Engage the community in systematic evaluation of the school's work and act on outcomes.</p> <p>Take a leadership role within and across the community.</p> <p>Engage in school-to-school collaboration and contribute to leadership in the wider education system.</p> <p>Contribute to achievement of community cohesion.</p> <p>Broker and commission services.</p>	