**PERSON SPECIFICATION**

Post: Assistant Headteacher – Inclusion (SEND and Vulnerable Groups)

Responsible to: Headteacher

Minimum Qualification: Graduate

 Qualified Teacher Status

NASENCo qualification

 Appropriate Specialist Knowledge

 Relevant Experience

Teaching Range: Years 7 - 11

Contract: Full-time Permanent

Salary: Leadership (L14 – L18)

You will be required to carry out the duties of an Assistant Headteacher as set out in Section 48 and the duties of a school teacher as set out in sectionh 50 of the latest Pay and Conditions Document (2019).

For evidence, A = Application, I = Interview, R = Reference. For requirement, E=Essential, D = Desirable

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| **Attributes** | **Requirement** | **Evidence** |
| 1. Qualifications |  |  |
| 1. Graduate with qualified teacher status (secondary)
 | E | A |
| 1. NASENCo qualification
 | E | A |
| 1. Evidence of appropriate professional development and a willingness to undertake relevant additional qualifications.
 | E | A |
| 1. NPQSL or other appropriate leadership qualification.
 | D | A |
| 1. Other qualification specific to SEN
 | D | A |
| 2. Knowledge and Understanding |  |  |
| 1. Know what outstanding inclusive practice looks like in a high school.
 | E | A, I |
| 1. Having a clear understanding of the needs of all learners, including those with SEND, SEMH, disadvantaged, Children who are Looked After (or previously looked after) and those with medical conditions.
 | E | A, I |
| 1. The SEN Code of Practice and its application.
 | E | A, I |
| 1. The statutory requirements on schools for supporting Children who are Looked After.
 | E | A, I |
| 1. The statutory requirements on schools for supporting Children with EAL.
 | E | A, I |
| 1. The principles of Accessibility, including Access Arrangements for examinations
 | E | A, I |
| 1. Understand the process of applying for and implementing Education, Health and Care Plans.
 | E | A, I |
| 1. Understand the process of “Assess, Plan, Do, Review”
 | E | A, I |
| 1. Strategies to support pupils with Social, Emotional or Mental Health issues.
 | E | I |
| 1. Strategies to support pupils with Medical issues.
 | E | I |
| 1. How to develop a Pupil Premium Strategy.
 | E | I |
| 1. Effective leadership skills and strategies.
 | E | I, R  |
| 1. Strategies to lead, manage and motivate staff.
 | E | I, R |
| 1. National and local educational priorities/developments and their impact on school.
 | E | A, I |
| 1. Knowledge, understanding and commitment to safeguarding and promoting the welfare of students.
 | E | A, I |
| 1. Commitment to equal opportunities.
 | E | A, I |
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| 3. Experience |  |  |
| 1. A substantial period of successful teaching experience in secondary education.
 | E | A, R |
| 1. Working in at least two secondary schools.
 | D | A |
| 1. Successful middle leadership and management experience.
 | E | A, R, I |
| 1. Experience in the role of SENCo
 | E | A, R |
| 1. Teaching and supporting pupils across the SEN Spectrum
 | D | A, R |
| 1. Writing Educational Health and Care Plans
 | E | A, R |
| 1. Taking part in annual reviews and PEP review meetings for Children who are Looked After, completing PEP paperwork.
 | D | A, R |
| 1. Writing a Care Plan or Risk Assessment for a pupil with medical needs.
 | D | A, R |
| 1. Supporting pupils with Social, Emotional or Mental Health issues.
 | D | A, R |
| 1. Supporting pupils with EAL.
 | D | A, R |
| 1. Evidence of personal professional development, including in leadership.
 | E | A |
| 1. Leading change and educational innovation.
 | E | A, R, I |
| 1. Leading on an initiative which has had an impact across the whole school.
 | E | A, R |
| 1. Effective improvement planning.
 | E | A |
| 1. Appraisal, as team leader.
 | E | A, R |
| 1. Supporting staff welfare.
 | E | A |
| 1. Financial management (budget area).
 | E | A, R |
| **Attributes** | **Requirement** | **Evidence** |
| 1. Leadership & Management skills and qualities
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| 1. Ability to inspire colleagues to support them in inclusive practices
 | E | I, R |
| 1. Ability to develop a clear strategic vision and direction for areas of responsibility and translate this into practical policies and practice.
 | E | I, R |
| 1. Capable to lead and inspire teams and commitment to working as a team player.
 | E | I, R |
| 1. Ability to manage the process of change effectively.
 | E | A, R |
| 1. Ability to delegate to others while retaining a monitoring role.
 | E | A, R |
| 1. Ability to contribute to the enrichment and enhancement of pupils’ education.
 | E | A, R |
| 1. Model a strong work ethic and high professional and personal standards.
 | E | I, R |
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| 1. Other Skills and Qualities
2. Effective organisation and administrative skills, including the use of ICT.
3. Ability to build positive and constructive relationships with students and inspire them to high aspirations
4. Excellent written, verbal and interpersonal communication skills
5. Ability to communicate with, and relate well to a variety of stakeholders including pupils, staff, parents, governors, the community and external agencies.
6. Resilience, the ability to work effectively under pressure in order to meet a range of deadlines across a complicated work schedule.
7. Enthusiasm and flexibility.
8. Ability to form and maintain appropriate relationships and personal boundaries with students.
9. A firm, fair and appropriate approach to dealing with pupil issues.
10. A commitment to plan and deliver whole-school activities such as parent meetings, staff CPD and assemblies.
11. Capacity for hard work (and good humour) under pressure
12. An excellent record of attendance and punctuality
13. A commitment to attending school events and involvement in the wider life of the school.
 | EEEEEEEEEE (D)EE | I, RI, RA, I, RA, I, RI, RI, RRI, RAI, RI, RA, R |

Employees of Woodhey High School have a responsibility for, and must be committed to, safeguarding and promoting the welfare of children and young people and for ensuring that they are protected from harm.