



Person Specification
Assistant Head Teacher with Responsibility for Inclusion

	Essential	Desirable	Evidence
Qualifications and experience	<ul style="list-style-type: none"> • Qualified teacher status • National Qualification for Special Educational Needs Coordination (unless exempt) • Evidence of making a significant impact on children's learning and development • Proven track record of CPD – your own and delivering to others • Evidence of sound knowledge of effective quality first teaching and intervention strategies to support vulnerable pupils • Demonstrate experience in working collaboratively with parents, colleagues and governors • Experience of monitoring and evaluating the curriculum or inclusion delivery • Proven experience in effective liaison with a range of outside agencies 	<ul style="list-style-type: none"> • Further specialist qualification in an aspect of SEN e.g. ASD, SpLD • Experience of leading an SEN / Inclusion Team • Experience of child protection procedures and recent training 	A, I, D
Professional knowledge and understanding	<ul style="list-style-type: none"> • Knowledge and understanding of the expectations within national and local legislation impacting schools • Knowledge and understanding of current developments and best practice in SEN legislation and all aspects of inclusion and pastoral care • Knowledge of the range and types of interventions available • Confident use of ICT, including classroom technologies, to support vulnerable pupils • The effective management of provision for inclusion needs • Knowledge and understanding of the statutory requirements of legislation concerning equal opportunities, disability, health and safety and safeguarding • Ability to understand and support the needs of vulnerable families 	<ul style="list-style-type: none"> • Robust understanding of child protection procedures and safeguarding children • Understanding of provision for children who are EAL or looked-after 	A, I, R
Abilities and skills	<ul style="list-style-type: none"> • Ability to use comparative data to inform school improvement, provision mapping and planning • Ability to use assessment data to report on the impact of pupil premium funding • Ability to lead and manage people to work effectively, both individually and in teams • Produce and update EHC plans and other statutory 	<ul style="list-style-type: none"> • Ability to implement and lead whole school initiatives 	A, I

	<p>documents</p> <ul style="list-style-type: none"> ● Ability to seek advice and support when necessary ● Ability to deal sensitively with people and resolve conflicts ● Show excellent time and management skills and analyse, prioritise and meet deadlines ● Ability to communicate effectively, taking into account the views of others, including effective oral and written communication and excellent presentation skills ● Ability to organise work effectively, prioritising and managing time, working under pressure to meet deadlines and setting personal goals ● Ability to promote the learning ethos of the school, supporting our vision for excellent education which develops happy, confident, successful and caring global citizens ● Ability to ensure environments within the school are welcoming, inclusive and fully supportive of all children achieving their very best ● Ability to provide support and advice to the Governing Body, to enable it to meet its responsibilities 		
Personal Qualities	<ul style="list-style-type: none"> ● A commitment to Inclusive education and a willingness to respond to the needs of all learners ● Ambition, energy, enthusiasm, determination and drive ● Ability to build relationships and to lead and work as part of a team ● A friendly, helpful, caring and flexible approach. ● Open-mindedness and patience ● A commitment to equal opportunities ● Ability to maintain confidentiality in all school matters 		I, R

Evidence

A = Assessed at application

I = Assessed at interview

R = Assessed through references

D = Assessed through supporting documents at interview

