



**Job title:** Assistant Headteacher for Inclusion and DSL  
**Grade:** L4-8  
**School:** Warrender Primary School  
**Responsible to:** The Headteacher and the GB  
**Supervisory responsibility:** Teachers and support staff – TAs and LSAs

You will be asked to focus upon demonstrating the extent to which you meet each of the sections when writing your personal statement. Candidates who are shortlisted for interview will be required to demonstrate their ability to meet the criteria outlines in this personal specification during the selection process, with the exception to their qualification. These will be evidence from the application form and your production of original certificates at, or shortly after, interview.

	Essential	Desirable
<b>Qualifications and Training</b>		
Qualified teacher status or equivalent	✓	
Evidence of further relevant and substantial professional development	✓	
Training in coaching and mentoring		✓
National Qualification for SENCOs (or NASENCo prior to September 2024) or a commitment to complete this qualification within the first three years in Post.	✓	
Up-to-date DSL training in line with <b>KCSIE</b> (Keeping Children Safe in Education) guidance or a commitment to complete when in post	✓	
<b>Teaching and Leadership/Management Experience</b>		
Experience of an highly effective classroom practitioner across a variety of school age ranges and schools	✓	
Successfully leading an area across the whole school to improve pupil outcomes	✓	
Involvement in school self-evaluation and contributing to the school development plan		✓
Demonstrate experience of successfully line managing a team applying mentoring and coaching styles to support professional development and underperformance	✓	
Experience working alongside governors- presenting information at meetings, analysing data to create written reports		✓
The ability to communicate effectively and proactively, both orally and in writing to all stakeholders – children, staff, parents/carers and the wider community.	✓	

Leading safeguarding training for staff or delivering awareness sessions		✓
Experience handling disclosures, making referrals and engaging with external agencies (MASH, LADO)	✓	
<b>Professional Knowledge</b>		
Secure understanding of the SEN Code of Practice, KCSIE, Working Together to Safeguard Children, and other statutory requirements	✓	
A good understanding of effective ordinary available provision strategies to ensure quality first teaching and highly effective interventions to close gaps in learning	✓	
Experience of effective curriculum design, implementation and evaluation, demonstrating a clear vision on how to improve the outcomes for pupils with SEND	✓	
Plan, deliver and inspire a staff team with focussed professional development sessions which impacts on quality first teaching	✓	
Understanding of management structures and systems in primary schools.	✓	
Ability to analyse data, to evaluate performance, and plan an appropriate course of action for improvement.	✓	
Strong understanding and advocacy of restorative practice and therapeutic approaches to proactively support the management of behaviour	✓	
Ability to work under pressure, prioritise effectively and successfully navigate challenging conversations with stakeholders	✓	
Promoting and safeguarding the welfare of children within the school and demonstrate a knowledge of the signs and indicators of abuse	✓	
Commitment to promote equality and equity as part of inclusion	✓	
Familiarity with systems like CPOMS/MyConcern or equivalent	✓	
Understanding of contextual safeguarding, early help, and thresholds of need	✓	
<b>Personal Attributes</b>		
Being a loyal and trustworthy member of the Senior Leadership Team, acting as an advocate for sharing the vision, values and strategic direction to the school	✓	
Ability to form strong professional relationships, underpinned by communication within the leadership team, demonstrating an initiative and willingness to go above and beyond	✓	



## Warrender Primary School

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Upholding public trust in the school's leadership and maintaining high standards of professional conduct, behaviour and promoting the school's ethos and values	✓	
Maintaining confidentiality at all times	✓	
Contribute to the wider life of the school eg: proactive presence in school events and local community	✓	
Be inspired to further develop own professional development and proactively engage with current research	✓	
Emotional resilience, empathy and non-judgement when working with challenging behaviours, disclosures and challenges	✓	