



Person Specification

Job Title	Assistant Headteacher for Inclusion (and SENDCo)	Date Created	April 2025
Date Reviewed		Next Review Date	

Outline of Key Abilities

You are asked to focus upon demonstrating the extent to which you meet each of the selection criteria when writing your personal statement. Candidates who are shortlisted for interview will also be required to demonstrate their ability to meet the criteria outlined on this Person Specification during the selection process, with the exception of their qualifications. These will be evidenced from the application form and your production of any original relevant certificates at, or shortly after, interview.

Key:

E: Essential D: Desirable
A: Application Form R: References I: Interview Process (observation, interview, task)

Qualifications		E	D	A	R	I
1	Qualified Teacher Status (or equivalent)	✓		✓		
2	National Professional Qualification (NPQ) for SENCOs (or NASENCo prior to September 2024), or a commitment to complete it within three years of appointment	✓		✓		✓
3	Completion of Senior Mental Health Lead qualification or a commitment to complete it within one year of appointment		✓	✓		✓

Experience		E	D	A	R	I
4	Experience as an excellent classroom practitioner in a primary school setting	✓		✓	✓	✓
5	Experience of leading areas of whole school responsibility with proven success	✓		✓	✓	✓
6	Involvement in school self-evaluation and contributing to the School Development Plan		✓	✓	✓	✓
7	Demonstrable experience of successful line management and staff training, including coaching and managing underperformance		✓	✓	✓	✓
8	Experience of engaging and building positive, appropriate relationships with children, parents/carers and external partners	✓		✓	✓	✓

Knowledge and Skills		E	D	A	R	I
Able to evidence how you have applied knowledge of recent and relevant legislation, guidance, training and teaching experience and the impact this has had:						
9	Sound knowledge of the SEND code of Practice and other statutory requirements relating the provision and support of pupils with SEND	✓		✓		✓
10	A good understanding of, curriculum design, implementation, and a clear vision for improving outcomes for pupils with SEND	✓		✓	✓	✓
11	Understanding of what makes excellent teaching, effective intervention strategies and the ability to model these and support others to improve	✓		✓		✓
12	Ability to analyse statistical/data to evaluate performance, inform provision and produce reports		✓	✓		✓
13	Ability to effectively manage children's behaviour positively and to promote good relationships	✓		✓	✓	✓
14	Effective communication (written, verbal, using technology as appropriate) and interpersonal skills	✓		✓		✓
15	Ability to communicate a vision and inspire others	✓		✓		✓
16	Ability to build effective working relationships with all stakeholders	✓		✓		

17	Ability to work under pressure, prioritise effectively and deal successfully and appropriately with difficult situations	✓		✓	✓	✓
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Personal Attributes		E	D	A	R	I
Demonstrate a commitment to:						
18	Upholding public trust in school leadership and maintaining high standards of ethics, behaviour and professional conduct.	✓			✓	✓
19	Supporting the Christian ethos, policies and practices of our Church of England school	✓		✓		✓
20	Obtaining the best outcomes for all pupils and promoting the ethos and values of the school	✓				✓
21	Engaging in a positive and professional manner with parents/carers and the wider community	✓		✓	✓	✓
22	Safeguarding and equalities within a school setting	✓			✓	✓
23	Maintaining confidentiality as appropriate at all times	✓				✓
24	Willingness to play a part in the wider life of the school e.g., school community events and school events.	✓				✓
25	Working as part of a team	✓		✓	✓	✓
26	Furthering your own professional skills and knowledge	✓				✓
27	Promoting and safeguarding the welfare of children and young people within the school	✓		✓		✓