



LISLE MARSDEN CE PRIMARY ACADEMY

ASSISTANT HEADTEACHER (INCLUSION AND PUPIL WELLBEING) - Person Specification

Education	Essential Criteria	Desirable Criteria
	<p>Education to degree or equivalent level</p> <p>Qualified Teacher status</p> <p>A willingness to undertake the National Award for Special Educational Needs Coordination (If not already held)</p> <p>Evidence of recent professional development</p>	<p>National Award for SEN</p> <p>Evidence of further professional study in the area of SEN</p> <p>Master's Degree</p> <p>Evidence of leadership professional development – NPQH, NPQSL, NPQML etc.</p>
Experience		
	<p>Evidence of recent and highly successful teaching experience within the primary age range</p> <p>Experience of working with children with Special Education Needs</p> <p>Demonstrable experience in working collaboratively with parents, colleagues, governors and the local community</p> <p>Proven experience in effective liaison with outside agencies</p> <p>Current experience of leadership</p> <p>Evidence of working effectively as a team member</p> <p>Experience of monitoring and evaluating effective teaching and learning</p>	<p>Experience in the SENCO role</p> <p>Experience of teaching across all Key stages</p> <p>Experience of working in more than one school</p> <p>Experience of working in a church school</p> <p>Experience of leading a phase/ Key Stage team of teachers and support staff</p> <p>Ability to coach and mentor individuals to achieve specific outcomes</p> <p>Experience with managing pupil premium initiatives/ strategies to raise pupil attainment</p> <p>Implementing pupil wellbeing strategies</p> <p>Working with outside safeguarding agencies</p>
Knowledge and Understanding		

	<p>A sound understanding of the SEN Code of Practice and its implementation.</p> <p>Knowledge of relevant Education Legislation and current developments and best practice in SEN legislation</p> <p>Substantial knowledge of the primary curriculum, current curriculum developments and an understanding of the principles of good curriculum provision</p> <p>Knowledge and understanding of Ofsted inspection requirements and compliance with DfE regulations and standards</p> <p>Strong knowledge and understanding of the range of complex needs experienced by pupils with SEND, More able, Vulnerable Children, PPG, CLA, EAL and pupils.</p> <p>Good understanding of assessment techniques</p> <p>Ability to use performance data to inform provision mapping and planning</p> <p>Ability to use ICT to support teaching and learning. Ability to plan for a range of needs combined with a clear view of the next steps in a pupil's learning</p> <p>Ability to form and maintain appropriate relationships and personal boundaries with children and young people in line with Lisle Marsden's Safeguarding Policy and Staff Code of Conduct</p>	<p>The use of diagnostic SEND pupil assessments – dyslexia etc.</p> <p>Use of SIMS, School Assessment platforms (EDUCATER/ Tracker+)</p> <p>NE Lincs SEND Hub</p> <p>Knowledge and understanding of pupil wellbeing strategies</p> <p>Leading pupil wellbeing strategies</p> <p>Safeguarding procedures and process/making referrals</p> <p>Safeguarding qualifications (Level2)</p> <p>Pupil deprivation data – IMD/IDACI</p>
Personal Qualities		
	<p>Able to establish and develop good relationships with all involved in the school</p> <p>Ability to work closely and effectively with the Heads' Team and Governors</p> <p>Experience of partnership working with parents/carers</p> <p>Proven ability to lead and manage people to work effectively both individually and in teams</p>	<p>Excellent presentation skills with the ability to lead training</p> <p>Evidence of impact on the wider life/ development of a school</p>

	<p>Excellent people skills - motivating, inspiring and challenging others to produce best outcomes for all children</p> <p>Ability to communicate ideas effectively to high standards, both in written and oral form</p> <p>Ability to chair meetings effectively</p> <p>Confident in taking responsibility and showing initiatives</p> <p>Competent in the use of ICT</p> <p>Flexible and approachable</p> <p>Ability to manage pressure effectively and demonstrate resilience</p> <p>Tolerance, patience and empathy</p> <p>Reliability, professionalism and integrity</p> <p>Personal motivation to ensure children achieve</p>	
Attitudes		
	<p>A strong commitment to developing strategies to meet the personalised learning and emotional needs of every child.</p> <p>Willingness to play a part in the wider life of the school.</p> <p>Values aligned to the core values of Lisle Marsden CE Primary Academy</p> <p>A belief in the intrinsic value of all pupils and a commitment to providing unconditional support and approval to all pupils.</p> <p>Commitment to own continuous professional development.</p> <p>Commitment to safeguarding and promoting the welfare of children and young people.</p> <p>A positive and energetic approach to work.</p> <p>Commitment to equality of opportunity.</p> <p>Commitment to race and gender equality and social inclusion.</p>	

	Commitment to the safeguarding of children and young people.	
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