

Emmaus Church of England and Catholic Primary School



Mission Statement

*We are friends journeying with Jesus in faith, hope and trust
as we live, love and learn together.*

Assistant Headteacher (Inclusion Lead and DSL) – Person Specification

CRITERIA	QUALITIES
Qualifications and training	<ul style="list-style-type: none">• DfE recognised Qualified Teacher Status• National Award for SEN Co-ordination, or a willingness to complete it within 3 years of appointment• Designated Safeguarding Training or a willingness to complete it within one term of appointment• Degree
Experience	<ul style="list-style-type: none">• Record of excellent classroom practice with exemplary teaching across the primary age range• Recent and relevant leadership experience in a primary school• Involvement in school self-evaluation and school improvement planning• Evidence of making a positive contribution to school ethos• Experience of conducting training/leading INSET• Evidence of continuing professional development• Experience of line managing staff• Experience of managing safeguarding in a school including:<ul style="list-style-type: none">◦ Building relationships with children and their parents, particularly the most vulnerable◦ Working and communicating effectively with relevant agencies◦ Implementing and encouraging good safeguarding practice throughout a large team of people• Demonstrable evidence of developing and implementing strategies to help children and their families• Experience of handling large amounts of sensitive data and upholding the principles of confidentiality

Skills and knowledge	<ul style="list-style-type: none"> • Outstanding practice in education • Maintain consistently high standards and expectations in performance • Promote and sustain high standards for all children • Sound knowledge of the SEND Code of Practice • Knowledge of legislation and guidance on safeguarding and working with young people, including knowledge of the responsibilities of schools and other agencies • Confident grasp of strategies to differentiate teaching and personalise learning • Proven record of helping pupils of whatever ability to achieve high standards • Ability to plan and evaluate interventions • How to analyse, understand, interpret and respond to school performance data, identifying areas for improvement and the ability to use data to inform provision planning • Confident understanding of the role of assessment and providing appropriate learning opportunities for all pupils • Effective communication and interpersonal skills • Ability to work with a range of people with the aim of ensuring the safety and welfare of children • Encouraging parents/carers to work co-operatively with the school and involve them in their children's education • An understanding of equality and inclusion in the context of the primary school • Awareness of local and national agencies that provide support for children and their families • Excellent record keeping skills and attention to detail, in order to produce reports, take minutes of meetings, and document safeguarding concerns • Understanding of whole school issues • Ability to build effective working relationships with staff and other stakeholders • Support the Headteacher and SLT in their vision for the development of the school as well as inspiring other staff to support that development • Communicate the aims and objectives of the school to people from a wide variety of social and cultural backgrounds within the community • Willingness to work with governors, report and provide advice as appropriate. • Ability to participate in school improvement planning, including monitoring practices and self-evaluation • The use of performance management to raise standards including evaluation of own practice and that of others • A positive, consistent and effective approach to behaviour management • Possess a good range of ICT skills e.g. safeguarding monitoring software, information management systems and have an awareness of the impact and potential benefits / disadvantages of ICT in primary schools including those linked to remote learning • Have personal impact and presence to be able to initiate change and achieve excellence
-----------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<ul style="list-style-type: none"> • Deal sensitively with people to resolve problems and demonstrate the ability to take firm action when appropriate • Coach colleagues on their daily practice • Facilitate induction protocols and mentor new members of staff as appropriate • Share expertise, skills and knowledge and to encourage others to follow suit • Be aware of the work life balance of self and others • Seek advice and support when necessary
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Personal qualities	<ul style="list-style-type: none"> • Commitment to excellence in achievement and standards across the whole school and promoting the ethos and values of the school • Commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability • Commitment to maintaining confidentiality at all times • Commitment to safeguarding and equality of all children • Commitment to ensuring the safety and welfare of children • Uphold and promote the ethos and values of the school • Act with integrity, honesty, loyalty and fairness to safeguard the assets, financial integrity and reputation of the school • Ability to work calmly under pressure and prioritise effectively • Be willing to face new challenges with confidence, determination, loyalty and enthusiasm • Demonstrate a “can do” approach to work in school • Demonstrate a high level of commitment and professionalism • Be committed to the successful growth and development of the school • Have excellent interpersonal, written and verbal communication skills to communicate with a wide variety of people inside and outside the school, including parents, governors, local community organisations, the press and LA officers • Be able to create and maintain effective relationships with staff, governors, parents/carers, pupils and the wider school community • Empathise with pupils across the age range and to be firm, fair and consistent • Be a good team player and be able to lead, motivate and inspire by being an excellent role model • Be able to work independently and on own initiative • Be able to plan, organise, prioritise and delegate workload of self and others effectively and meet deadlines • Maintain a personal commitment to professional development linked to the competencies necessary to deliver the requirements of this post • Be willing to contribute to wider school activities • Demonstrate enthusiasm, flexibility and adaptability, resilience and a sense of humour!
---------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------