



Whiteley Primary School

Assistant Headteacher for Inclusion - Person Specification – Jan 2026

	Essential	Desirable
Qualifications & Training	<ul style="list-style-type: none"> • Qualified teacher status • A good record of on-going professional development including training related to leadership/management/SEND/Inclusion • National SENCo qualification (or considerable experience/expertise within inclusion with a willingness to undertake the SENCo qualification). 	<ul style="list-style-type: none"> • Training around specific aspects of SEND, inclusion • Team Teach training • Completion of Hampshire Transforming SEND training. • Awareness of MITA principles and practice (maximising the impact of TAs)
Strategic Direction and School Development	<ul style="list-style-type: none"> • Experience of contributing to policy and decision making at a Key Stage or whole-school level. • Experience of planning for improvements following an analysis of need, particularly around inclusion/SEND 	<ul style="list-style-type: none"> • Understand and have experience of how monitoring and evaluation contribute to effective strategic planning. • Experience of managing change effectively.
Leading Teaching and Learning	<ul style="list-style-type: none"> • Previous experience working as a SENCo within a primary school setting. • A proven track record as a successful teacher, with a strong understanding of inclusive classroom practice. • Experience of supporting others to develop inclusive classroom practice. • Breadth of knowledge around effective interventions for pupils with SEND. • Confidence in using ICT appropriately to support teaching and learning. • Ability to promote positive behaviour. 	<ul style="list-style-type: none"> • Experience of leading/supporting inclusive practice across more than one Key Stage. • Good understanding of the end of key stage expectations, including statutory assessments. • Understanding of the Foundation Stage curriculum and how this impacts on the transition to KS1. • Experience of leading in-service training for staff. • Familiar with Hampshire Assessment Model materials to support teacher assessment.
Leadership and Management of staff	<ul style="list-style-type: none"> • Confidence to motivate, challenge and inspire others to develop. • A good team player with an understanding of how this contributes to school improvement. • Experience of supporting and leading staff – teachers and/or classroom support staff • Experience of taking the lead within a whole school/key stage improvement initiative, and able to show impact on the outcomes for pupils. 	<ul style="list-style-type: none"> • Experience of monitoring the quality of teaching and learning through carrying out lesson observations, work scrutiny and/or pupil interviews and of providing focussed feedback to staff. • Experience of carrying out performance management of staff. • Experience of mentoring and/or coaching and supporting staff to develop teaching and learning.
Securing Accountability	<ul style="list-style-type: none"> • Experience of using progress data to monitor progress and raise standards (own class/year group/subject area). 	<ul style="list-style-type: none"> • Experience of working with governors to enable them to meet their statutory responsibilities for the quality of education. • Experience of using evidence, including performance data, to support, monitor, evaluate and improve aspects of the school. • Experience of accounting for aspects of school performance to internal or external stakeholders i.e. performance of Pupil Premium pupils

Strengthening Community	<ul style="list-style-type: none"> • Ability to promote positive relationships within and beyond the school. • Experience of working effectively with parents. 	<ul style="list-style-type: none"> • Experience of working in partnership with other schools, organisations and/or agencies to enhance the curriculum and improve pupils' achievement and well-being.
Personal Qualities	<ul style="list-style-type: none"> • Effective inter-personal skills • Good organisation and time management skills. • Approachable to parents, pupils and staff and able to promote positive partnerships. • Enthusiastic, reliable, hard-working and able to take the initiative. • A good communicator and listener. • Love of working with children and able to support the school in the safeguarding of children. • Sense of humour. • Commitment to own professional development. • Willingness to contribute to the wider life of the school, including extra-curricular provision. 	<ul style="list-style-type: none"> • Interests beyond school