

THE CHERWELL SCHOOL

Opportunity, Responsibility, Excellence

Person Specification – Assistant Headteacher (Inclusion)

Criteria	Essential	Desirable	How Assessed
Qualifications and Experience	<ul style="list-style-type: none"> • Qualified Teacher Status • An appropriate degree • Experience of successful teaching at Key Stages 3 and 4 • Evidence of continuing professional development • Have a track record of success as a middle leader • Experience of leading the development of approaches to raise the attainment and progress of all or some of SEND, disadvantaged and EAL students • Experience of successful change management • Experience of leading, managing and developing a team • Experience of using effective methods of communication, consultation and dissemination 	<ul style="list-style-type: none"> • Qualified SENCO or willingness to complete further professional training in this area • Evidence of leadership development • Experience of working with external partners to develop best practice • Experience of leading whole-school initiatives • Evidence of innovative practice 	<ul style="list-style-type: none"> • Application Form • References
Knowledge and Understanding	<ul style="list-style-type: none"> • Excellent knowledge of best practice provision for SEND students • Knowledge of best practice provision for disadvantaged and EAL students • Knowledge of effective strategies for school development and improvement • Knowledge of Inclusion, Diversity and Equality policies, procedures and practice in a school context 	<ul style="list-style-type: none"> • Advanced knowledge of policies, procedures, latest developments and best practice in the education of all or some of SEND, disadvantaged, and / or EAL students • Knowledge of statutory frameworks for students with SEND 	<ul style="list-style-type: none"> • Interview • Application Form • Sample Lesson • In-Tray Exercise
Skills, Attributes and Personal Qualities	<ul style="list-style-type: none"> • Have high expectations of students and colleagues <p>Be able to:</p> <ul style="list-style-type: none"> • establish priorities and plan for change • motivate colleagues • analyse, judge and resolve problems in order to arrive at fair and acceptable decisions • communicate clearly and cogently • positively manage difficult situations • chair and participate in meetings effectively • work effectively with governors • challenge constructively <p>Be someone who:</p> <ul style="list-style-type: none"> • has a passion for seeing children and young people be successful • has a desire to achieve excellence • is approachable, self-aware, confident and “can do” • is resilient and thrives on challenge and opportunity • is consultative but will make decisions and be accountable for them • maintains a sense of humour as well as a sense of direction 	<ul style="list-style-type: none"> • Potential for further promotion 	<ul style="list-style-type: none"> • Interview • References • Sample Lesson • In-Tray Exercise

Safeguarding and Wellbeing	<ul style="list-style-type: none"> • A commitment to safeguarding duty and promoting children's wellbeing in accordance with school guidelines • A commitment to support the School Leadership team (SLT) to set a culture which supports the mental health and wellbeing of all members of the community • To uphold and promote the values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs within the school community 	<ul style="list-style-type: none"> • Desire to take on further/ advanced Safeguarding training and responsibilities • Evidence of CPD undertaken in this area 	<ul style="list-style-type: none"> • Application Form • References • Formal Interview
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March 2021