

Oakwood Junior School

Assistant Headteacher (SEND lead)

Person Specification

	Essential	Desirable
Qualifications and Professional Development	<ul style="list-style-type: none"> Qualified Teacher Status Evidence of Continuing Professional Development relating to school leadership/curriculum development 	
Experience	<ul style="list-style-type: none"> Successful leadership experience as a Middle leader Successful teaching experience of pupils with a wide range of needs within the Primary age range 	
Strategic Leadership	<ul style="list-style-type: none"> Be familiar with the school's Safeguarding and Child Protection policy and procedures Secure knowledge of Safeguarding practice and procedures in relation to current statutory guidance and local authority guidance and be fully aware of local and National Safeguarding legislation Commitment to equal opportunities and securing good outcomes for all vulnerable groups (including SEND, New to English, disadvantaged) High level of involvement with school improvement planning High level of involvement in monitoring and evaluation procedures leading to clear impact Ability to work in partnership with senior leaders and governors Ability to work under pressure and prioritise effectively to meet deadlines Commitment to maintaining confidentiality at all times Demonstrate high levels of empathy Ability to set challenging targets for children and staff Ability to mentor teacher trainee students Ability to analyse and use pupil data on attainment and progress to raise standards 	<ul style="list-style-type: none"> Experience of managing safeguarding issues and accessing appropriate safeguarding training Successful experience of integrating British Values into school life Ability to provide clear educational vision and direction of our School Secure knowledge of the Ofsted Framework
Leading Teaching and Learning	<ul style="list-style-type: none"> Successful experience of monitoring, evaluating and improving the quality of teaching and learning Understanding the role and impact of assessment in children's learning Secure knowledge of statutory requirements relating to the curriculum and assessment Experience of leading curriculum innovation Successful experience of developing effective learning behaviours and understanding of what makes 'quality first' teaching, and of effective intervention strategies 	

Leading and Managing Staff	<ul style="list-style-type: none"> • Ability to establish positive working relationships • Ability to plan, allocate, delegate, support and evaluate work undertaken by individuals and teams 	<ul style="list-style-type: none"> • Experience of supporting and appraising other staff
Managing Resources	<ul style="list-style-type: none"> • Ability to manage, monitor and review available resources, ensuring value for money • Ability to develop other colleagues to support children in literacy and numeracy and emotional wellbeing 	
Personal Skills and Qualities	<ul style="list-style-type: none"> • Strong commitment to raising standards • High expectations of self and others • Ability to establish and maintain positive relationships, including with parents • Good communication skills • Empathy with children • Commitment and drive to getting the best outcomes for all vulnerable pupils and promoting the ethos and values of the school regardless of a child's background 	<ul style="list-style-type: none"> • Effective computing skills for both teaching and management
Specific SEND skill-set	<ul style="list-style-type: none"> • Sound knowledge of the SEND Code of Practice • Relevant experiences and evidence of implementing strategies to promote a child's social, emotional and mental health needs • Experience of working at a whole-school level • Involvement in self-evaluation and development planning • Proven record of updating individual pupil assessments and implementing individual learning programmes • Experience of multi-agency working • Leading joint planning meetings and annual EHCP reviews • Experience of making referrals to other agencies • Update assessments and Individual Education Programmes • Ability to plan and evaluate the impact of interventions • Good record-keeping skills 	