



## HILLINGDON PRIMARY ACADEMY PERSON SPECIFICATION Assistant Principal For Inclusion



We recognise that the person appointed to this position may not yet have all the skills identified on this document. However, we are looking to appoint an Assistant Principal with the potential to be a future, outstanding leader and therefore will support a successful candidate with mentoring, coaching and access to high quality CPD. Future CPD needs will be discussed at interview.

For candidates who have already mastered each aspect of this person specification and hold the National Award for SENCOs we are open to discussions regarding a starting salary that is at the middle point of the salary range.

<b>Qualifications and Training</b>	<ul style="list-style-type: none"> <li>● UK recognised qualified teacher status.</li> <li>● Degree or equivalent.</li> <li>● National Award for SENCOs (NASENCO) or willingness to train for the National Professional Qualification for SENCOs (the new mandatory qualification required from September 2024) within 3 years of appointment.</li> <li>● Evidence of other professional development to improve knowledge and skills at middle and/or senior leadership level.</li> </ul>
<b>Teaching and Leadership Experience</b>	<ul style="list-style-type: none"> <li>● Relevant experience of successful leadership at a whole school level or <b>substantial experience</b> of SENCO role in another school.</li> <li>● At least four years' successful teaching in the primary age range – recognised as a good/outstanding teacher over time who is keen for pupils to enjoy their learning and be fully engaged.</li> <li>● Supported the strategic direction of the school, including whole school policy development and implementation.</li> <li>● Taken a lead on inclusion or curriculum initiatives that have contributed to raising educational standards.</li> <li>● Promoted high standards of behaviour and a positive ethos in the school.</li> <li>● Raised the achievement of pupils with SEND, LAC and those who access pupil premium funding.</li> <li>● Experience in resource, budgetary and personnel management.</li> <li>● Promoted, organised and led staff training and development.</li> </ul>
<b>Skills and knowledge</b>	<ul style="list-style-type: none"> <li>● Sound knowledge of the SEND Code of Practice.</li> <li>● Understanding of what makes 'quality first' teaching, and of effective intervention strategies.</li> <li>● In depth knowledge and experience of SEND and effective learning for pupils with barriers to learning.</li> <li>● Ability to plan and evaluate interventions.</li> <li>● Ability to give accurate, evidence based feedback.</li> <li>● Ability to lead, motivate, support, challenge and develop staff to secure improvement, with a proven track record as a strong leader.</li> <li>● Ability to deploy staff and resources efficiently and effectively to meet specific objectives.</li> <li>● Data analysis skills and the ability to use data to inform provision planning and set aspirational targets.</li> <li>● Awareness of current educational issues, developments and legislation and their implications for schools.</li> </ul>

	<ul style="list-style-type: none"> <li>● An understanding of the schools' accountability to parents, pupils and the Trust for its effectiveness and efficiency.</li> <li>● The ability to use ICT to support teaching and management.</li> <li>● Excellent communication and interpersonal skills.</li> <li>● Ability to build effective working relationships.</li> <li>● The ability to work independently or as part of a team.</li> <li>● Ability to influence and negotiate.</li> <li>● Good record-keeping skills.</li> <li>● Ability to directly support and manage pupils demonstrating dysregulated/distressed behaviours.</li> <li>● Trained in 'Team Teach' or a willingness to be trained.</li> <li>● A familiarity with the 'Provision Map' platform, or a willingness to be trained in its use.</li> </ul>
<p><b>Personal Qualities</b></p>	<ul style="list-style-type: none"> <li>● Commitment to inclusive education and promoting the ethos and values of the school.</li> <li>● Commitment to securing good outcomes for pupils with SEND.</li> <li>● The potential for creative and innovative educational leadership.</li> <li>● The capacity to project and sustain a positive attitude and approach at all times.</li> <li>● Ability to work under pressure and prioritise effectively.</li> <li>● Ability to use initiative when problem solving.</li> <li>● Ability to be flexible in work practices.</li> <li>● Willingness to work directly with pupils and staff when further support is required.</li> <li>● Diplomacy, sensitivity and good humour.</li> <li>● Commitment to personal and professional development.</li> <li>● An enthusiasm and energy for teaching.</li> <li>● A passion for supporting all children to achieve their potential.</li> <li>● Commitment to maintaining confidentiality at all times.</li> <li>● Commitment to safeguarding.</li> </ul>
<p><b>Equal Opportunities</b></p>	<ul style="list-style-type: none"> <li>● Commitment to providing equal opportunities in both the curriculum and pastoral care.</li> <li>● Values the needs of individual pupils and the diversity of their cultural backgrounds, providing equal opportunities in access to learning.</li> <li>● Able to demonstrate the active promotion of equal opportunities in staff recruitment, promotion, training and employment.</li> </ul>