



Person Specification – Deputy Headteacher/SENDCo

Please note: This role is subject to an enhanced DBS check, including Barred List

| AREA | ESSENTIAL | DESIRABLE |
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| 1. Qualifications & Career Development | <ul style="list-style-type: none"> ▪ Qualified Teacher Status ▪ Qualified to degree level ▪ Good qualifications in literacy and numeracy ▪ Evidence of recent and relevant professional development or in-service training ▪ Evidence of successful leadership e.g. of a subject, year group or specific area e.g. SEND ▪ Commitment to study and pass the National Award for SEN qualification (NASENCo) within the statutory timeframe upon taking over the role of SENDCo ▪ Up to date whole school safeguarding training | <ul style="list-style-type: none"> ▪ Further professional qualifications e.g. NASENCo ▪ Evidence of delivering or organising successful training aimed at addressing specific areas of SEND (e.g. dyslexia, ASD) ▪ Experience of teaching in more than one school ▪ Aspiration to progress in your own career ▪ Level 3 safeguarding |
| 2. Experience | <ul style="list-style-type: none"> ▪ Proven ability as an effective classroom teacher within the primary school age range ▪ Experience of working under the SEND Code of Practice ▪ Substantial knowledge and understanding of teaching and learning to promote pupils' progress, particularly in relation to children exhibiting challenging behaviour, with SEND or from disadvantaged or vulnerable groups ▪ Experience of successfully leading a team of teachers and/or teaching assistants e.g. middle leader ▪ Experience of working in close partnership with parents/carers to support pupil welfare and achievement ▪ Knowledge of effective moderation processes ▪ Experience of independently leading designated areas of responsibility with access to appropriate training ▪ Ability to lead whole school assemblies ▪ Experience of working with, and successful deployment of, support staff to further pupils' development and progress | <ul style="list-style-type: none"> ▪ Evidence of wider teaching experience across the entire primary school age range ▪ Experience of working with and involving school governors ▪ A confident understanding of school self-evaluation ▪ Experience as an appraisal/line manager ▪ Experience of leading staff development ▪ Experience of co-ordinating evidence for successful EHCP applications ▪ Experience of deploying support staff ▪ Experience of pastoral care and pupil well-being e.g. Head of Year; Designated Safeguarding Lead or Deputy DSL; Designated Teacher for LAC ▪ Evidence of partnership work |

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| | | <p>with other schools/external agencies and professionals</p> <ul style="list-style-type: none"> ▪ Experience of successful pupil transition at key points ▪ Experience of writing and reviewing policies, procedures and improvement plans |
| 3. Personal Qualities | <ul style="list-style-type: none"> ▪ Ability to build a strong rapport with parents, children, colleagues and all involved with a Church School ▪ Ability to think strategically and calmly under pressure ▪ Highly ambitious for both pupils and staff ▪ Strong team player ▪ Flexibility ▪ Open to change and new initiatives for the pursuit of progress ▪ Positivity - 'can do' approach ▪ Sense of humour and integrity ▪ Warmth and openness in relationships ▪ Ability to relate positively to children, within appropriate safeguarding boundaries ▪ Ability to control pupils in a school setting and challenging pupils within it in-line with the School's Behaviour Policy, adapting behaviour management strategies to suit the needs of individuals ▪ Resilience and ability to handle conflict ▪ Experienced at successful time-management and prioritising tasks to juggle a busy workload and meet deadlines ▪ Energy, enthusiasm, reliability and commitment ▪ Strongly supportive of the values of a Christian School ▪ Strongly supportive of equal opportunities and a Rights Respecting ethos | <ul style="list-style-type: none"> ▪ Interests which would benefit the pupils |
| 4. Knowledge | <ul style="list-style-type: none"> ▪ Knowledge of how to support pupils in order to facilitate successful outcomes that 'diminish the difference' ▪ Awareness of current SEND and Pupil Premium legislation, policy, educational trends, curriculum developments and educational initiatives ▪ Knowledge of the latest SEND and Pupil Premium guidelines and how they might be implemented ▪ Secure knowledge of how to safeguard children ▪ Ability to employ successful behaviour management strategies with effective outcomes ▪ Knowledge of the social and emotional development of children ▪ Ability to articulate a clear philosophy of education, particularly with regard to the provision of an inclusive education for all ▪ A commitment to promoting inclusion, equal opportunities and citizenship ▪ Experience in managing change effectively ▪ Ability to think creatively to anticipate and solve problems | <ul style="list-style-type: none"> ▪ Experience of the OFSTED inspection process and knowledge of successful school improvement strategies, structures and systems ▪ Understanding of the issues around multi-agency working ▪ Knowledge of departmental budget and resource planning ▪ Experience of working with other agencies that support pupils and raise standards |

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| | <ul style="list-style-type: none"> ▪ Knowledge of how to communicate skilfully in writing and speech, with an ability to communicate and present well to a variety of audiences ▪ Ability to evaluate standards achieved and set realistic targets for improvement for both staff and pupils ▪ Ability to use ICT and data tracking systems as an effective planning, teaching and management tool | <ul style="list-style-type: none"> ▪ Ability to carry out assessments for specific areas of SEND |
| 5. Curriculum | <ul style="list-style-type: none"> ▪ Ability to deliver exciting and engaging interactive lessons both in School and by remote methods that are good or outstanding ▪ An ability and passion to promote a broad and balanced, innovative curriculum which facilitates high levels of pupil engagement and progress ▪ Experience in successfully removing barriers so all pupils can access the curriculum ▪ Proven ability in curriculum planning and assessment, in a creative way ▪ Knowledge of statutory requirements ▪ A sound knowledge of Assessment for Learning | <ul style="list-style-type: none"> ▪ Experience of organising and delivering extra-curricular activities ▪ Knowledge of enrichment to support disadvantaged children e.g. Forest Schools ▪ Awareness and understanding of the new PSHE and statutory Relationships and Health curriculum as part of a well-being whole school agenda |
| 6. Relationships | <ul style="list-style-type: none"> ▪ Ability to promote the School positively within the community ▪ Ability to communicate the ethos and values of the School, as well as the aims and objectives of the specific areas of responsibility to all stakeholders ▪ Commitment to the active involvement of parents ▪ Willingness and desire to be involved in the wider life of the School for the benefit of the whole community ▪ Commitment to fostering a good working relationship with the Headteacher and Governing Body, with the aim of all working together for the collective aim of moving the School forward in its drive for progress ▪ High level leadership skills: challenge in private; solidarity in public ▪ Empathy with pupils of all abilities and to be firm, fair and consistent ▪ Willingness and ability to both support and challenge constructively the work of self and others in order continually to improve own and team performance ▪ Ability to develop and maintain effective team approaches | <ul style="list-style-type: none"> ▪ An ability to confront challenging situations e.g. evidence of managing underperformance in a supportive but pragmatic way |