



# St Matthew's C of E Primary School

## Assistant Headteacher for Inclusion - Person Specification

***"Let your light shine"***

The criteria below will be assessed at one or more stage of the recruitment process (application, references and interview). Please address the aspects below in your supporting statement of no more than 3 A4 pages (font size 12).

<b>Personal skills, attributes and ethos</b>	
Committed to leading and working in partnership with the Headteacher to ensure our school's inclusive Christian vision and values are lived out	E
Commitment to equal opportunities and securing good outcomes for pupils with SEN or disability	E
An excellent role model who demonstrates high aspirations for self and others	E
A positive and resilient attitude	E
Commitment to safeguarding and equality	E
Strong interpersonal skills and an effective communicator, both written and orally	E
Ability to develop a safe, secure, empathic and happy school environment, where children feel confident to grow and their concerns will be heard and acted upon	E
Considers supporting the wellbeing of others, as well as self, as a high priority	E
Appreciates and understands the value and needs of a diverse community, including sensitivity and respect for the needs of families in difficult circumstances	E
Ability to deal with challenging situations sensitively, calmly and confidentially	E
Demonstrates clear personal values and moral purpose, lived out with fairness, accessibility, transparency and empathy towards children, their families and staff	E
The ability to be flexible within the working day	E
A sense of humour!	E
<b>Relationships, teamwork and partnerships</b>	
Forges positive, trusting relationships with all stakeholders, including pupils, parents, governors, the local community and other professionals	E
Ability to encourage, support and engage parents to play their part in their child's learning	E
Demonstrates strong team ethics and has the personal skills to motivate and enthuse colleagues to develop and improve their professional practice	E
Ability to lead by example, modelling high standards and expectations to others, in all areas of school life	E
Willingness to work with and accept support from others, including colleagues, governors, other schools, Diocese and Local Authority	E
<b>Qualifications and experience</b>	
Qualified Teacher Status (QTS)	E
National professional qualification (NPQ) for SENDCO's or a willingness to complete it within 3 years of appointment	E
Degree	E

GCSE Maths and English Language	E
Evidence of recent CPD related to Inclusion and pedagogy	E
Knowledge and experience across all primary key stages – min 3 years	E
Successful experience in a Leadership role within a Primary School	E
Evidence of professional development in school leadership and management	E
Experience in the role of DSL	E
Experience of a range of Interventions and monitoring of these	E
Sound knowledge of recent national and global pedagogy research, and current education legislation, understanding its impact on schools	E
Commitment to the safeguarding and promoting the welfare of children	E
Experience of teaching within a diverse community in one or more schools	D
Experience of conducting training / leading INSET	D
<b>Teaching and curriculum</b>	
Proven commitment to inclusive teaching and learning, supported effectively within the classroom	E
Experience of developing consistent high-quality teaching and learning through rigorous assessment, monitoring, evaluation and feedback	E
Evidence of using pupil performance data and benchmarks to raise standards and achievement for all pupils	E
Ability to challenge underperformance in teaching and to support improvement	E
Ability to support staff in identifying learning gaps, planning and delivering specifically targeted interventions to accelerate progress	E
Evidence of a commitment to narrowing the attainment gap for disadvantaged pupils	E
Evidence of leading innovative approaches to learning	E
<b>Organisational effectiveness and school improvement</b>	
Excellent organisational skills which positively support staff & pupils as well as own work-life balance	E
Ability to work under pressure, balancing competing priorities efficiently and effectively on a day-to-day basis	E
Involvement in the process of school improvement planning, monitoring, review and evaluation, to impact positively on school effectiveness and improvement	E
Ability to motivate, inspire and lead others, and be driven to achieve the best possible outcomes for all	E
Ability to build partnerships with other schools, agencies and external partners to support school improvement	E
Experience of conducting staff performance reviews to impact on school improvement	D
Proven record of driving school improvement projects to enable and engage stakeholder groups to thrive	D
Knowledge and experience of working productively with governors and external partners	D