Sherwood Park Primary School

Person Specification: Assistant Headteacher – Safeguarding, SEND and Inclusion

The person specification is a picture of skills, knowledge and experience needed to carry out the role of Assistant Head at Sherwood Park Primary School. It has been used to draw up the advertisement and will also be used in the shortlisting and interview process for this post.

Essential	Desirable	Assessed from
SAFEGUARDING	**SAFEGUARDING**	
The candidate will have: • supplied original identity documents, as required • enhanced DBS certificate and barred list check • a complete education/employment history with no gaps • made a 'fitness to work' declaration • original documents verifying professional qualifications • two references (obtained by our school) • had appropriate Child Protection/Safeguarding training	*The candidate may have:* • Acted as Designated Safeguarding Lead in previous school • enhanced level of training in Safeguarding/CP • led training on Child Protection/Safeguarding • supported colleagues in handling Safeguarding/CP cases • attended CP Case Conferences/Child in Need meetings	
QUALIFICATIONS	**QUALIFICATIONS**	
The candidate will have: • Qualified teacher status • National SENCo award • Strong qualifications in English and Maths at GCSE (or equivalent), A levels plus a good degree	*The candidate may have:* • Evidence of further qualifications and/or studies and, Masters, NPQSL where appropriate	
EXPERIENCE	**EXPERIENCE**	
The candidate will have: • Experience of teaching across a variety of age ranges within the Primary Phase include a wide range of pupils with varying abilities, backgrounds and needs • Strong evidence of consistently Good and Outstanding practice over a sustained period of time • Understanding and experience of statutory assessment processes such as EHCPs and those relating to Safeguarding. • At least 2 years successful leadership experience • Ability to use formative and summative assessment effectively	*The candidate may have:* • Experience of teaching in a variety of schools and settings across the primary phase	

• Experience of developing whole school policies • Experience of leading aspects of school development • Experience of providing professional development for others • Experience of leading effective appraisal • Experience of school self-evaluation and the inspection process • Experience of preparing and presenting documentation for SEND reviews and appeals panels • Contributed to whole school development		
KNOWLEDGE AND UNDERSTANDING	**KNOWLEDGE AND UNDERSTANDING**	
The candidate will have: • Secure understanding of statutory and non-statutory documentation relating to SEND provision • A wide range of highly effective strategies for promoting positive behaviour and maintaining a calm and purposeful learning environment • Clear understanding of effective leadership and strategic thinking, including leading effective teams • Experience of using and interpreting a range of data to inform teaching, shape school development priorities, provision and deployment • Secure understanding of national curriculum and standards • Sound Knowledge of statutory guidance and best practices for SEND and Safeguarding • Good understanding and application of effective monitoring, assessment, recording and reporting of pupil progress • Thorough understanding of different groups and how to plan for their particular needs (e.g SEND, Equal Opportunities, boys/girls, Gifted and Talented, EAL, Pupil Premium, LAC) • Good knowledge of local and national initiatives and current education policy	*The candidate may have:* • Expert knowledge in ASD, Dyslexia, ADHD, SCD or other common conditions	
PROFESSIONAL QUALITIES AND SKILLS	**PROFESSIONAL QUALITIES AND SKILLS**	
The candidate will: • Have proven excellent classroom management skills and leadership in behaviour management, including positive behaviour management • Demonstrates **impact** of high quality teaching and learning in raising standards • Demonstrate commitment and proven ability to target children effectively, across the	*The candidate may:* • Have a proven track record in raising standards with evidence of pupil progress that exceeds expectations is highly desirable • Be proactive in seeking out opportunities for professional development	

ability range, ensuring they achieve their potential • Have good interpersonal skills with the ability to communicate clearly with children, colleagues, parents, governors and the wider community • Have sound ICT skills with ability to deliver lessons, presentations and use data analysis programmes as an effective tool to enhance learning • Professional outlook and commitment to the school • Flexibility and positive team work skills • Ability to fully support and promote the school's aims and ethos, and to implement school policies		
PERSONAL ATTRIBUTES	**PERSONAL ATTRIBUTES**	
The candidate will: • Be fun, well-motivated, hard-working and enthusiastic • Demonstrate genuine concern for and understanding of children • Have a good sense of humour and sense of proportion under pressure • Have a positive approach to change, challenge and to problem solving • Demonstrate strong organisation skills, the ability to meet deadlines and see through all stages of a task • Hold high expectations of themselves and those with whom they work • Demonstrate the ability to empathise and demonstrate care and compassion	*The candidate may:* • Have talents and skills to enhance learning • have a particular flair or talent beyond primary education • Demonstrate commitment to open and effective collaboration across wider networks	