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| **Person Specification Assistant Principal (Inclusion)** |

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| **Education and Qualifications** | **Criteria** | **Assessment** |
| 1. Degree | **E** | **A** |
| 1. Qualified teacher status | **E** | **A** |
| 1. Postgraduate qualifications/National award for SEN | **E** | **A** |
| 1. Evidence of appropriate professional development | **E** | **A/I** |
| 1. Middle/senior leadership qualification | **D** | **A** |

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| **Experience** | **Criteria** | **Assessment** |
| 1. Evidence of outstanding teaching | **E** | **A/I** |
| 1. Evidence of having responsibility for Inclusion or designated SENCO | **E** | **A/I** |
| 1. Experience of raising the attainment of all pupils in a diverse and challenging classroom environment | **D** | **A/I** |
| 1. Experience of using a range of strategies to build positive and nurturing relationships with pupils | **E** | **A/I** |
| 1. Experience of safeguarding in a similar context either at DSL level or part of a school safeguarding team | **E** | **A/I** |
| 1. Experience of best practice relating to supporting vulnerable groups | **D** | **A/I** |
| 1. Experience of academy leadership at Assistant Principal level | **D** | **A/I** |

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| **Knowledge and Understanding** | **Criteria** | **Assessment** |
| 1. Understanding of data and analysis of progress | **E** | **A/I** |
| 1. Understanding of the role and use of development and raising attainment plans | **E** | **A/I** |
| 1. An excellent understanding of the needs and management of pupils with SEND | **E** | **A/I** |

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| **Skills** | **Criteria** | **Assessment** |
| 1. Excellent communication skills | **E** | **A/I** |
| 1. Is well organised | **E** | **A/I** |
| 1. Has the ability to deal with parent queries effectively | **E** | **A/I** |
| 1. Has interpersonal skills to support the effective development of their team and good practice | **E** | **A/I** |
| 1. Ability to play a leading role within the academy | **E** | **A/I** |

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| **Leadership** | **Criteria** | **Assessment** |
| 1. Ability to inspire, motivate and support staff and pupils | **E** | **A/I** |
| 1. Ability to lead a team within the school | **E** | **A/I** |
| 1. Ability to be a role model for staff and students | **E** | **I** |
| 1. Willingness to share effective practice within the academy and within the academy trust | **E** | **I** |
| 1. Enthusiasm for further personal development as a leader | **D** | **I** |

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| **Personal Qualities** | **Criteria** | **Assessment** |
| 1. Genuine belief in the potential of every student's ability to make outstanding progress regardless of starting point | **E** | **I** |
| 1. Flexible and approachable. Able to deal sensitively with people | **E** | **I** |
| 1. Incisive and clear strategic thinker | **E** | **I** |
| 1. High expectations of pupils in terms of learning and behaviour | **E** | **I** |
| 1. High professional standards | **E** | **A/I** |
| 1. Willingness to offer a positive commitment to the life of the academy | **E** | **I** |
| 1. Positive and enthusiastic approach towards work, solution focused approach | **E** | **I** |
| 1. Good team player | **E** | **I** |

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| **Criteria Key** | | **Assessment Key** | |
| **E** | Essential | **A** | Application Form |
| **D** | Desirable | **I** | Interview |