



# **Queen's Manor Primary School**

## **Selection Criteria for Deputy Head, Head of Inclusion and Assessment**

### **Qualifications and training**

- UK recognised degree and qualified teacher status
- Evidence of further professional development
- SEN Accreditation (desirable but not essential; a willingness to undertake this is essential)

### **Personal Qualities**

- Passionate about education and particularly determined to improve outcomes for all children
- The capacity to maintain a positive attitude and ability and to use one's initiative
- Flexible and responsive to change; able to work under pressure
- Self-motivated and able to work efficiently and effectively with minimum supervision
- Excellent communication and interpersonal skills; well presented
- Commitment to equality of opportunity
- The ability to manage, organise and motivate staff with diplomacy and sensitivity

### **Experience**

- At least five years' teaching experience
- Class teaching in more than one primary phase
- Experience of senior leadership/management
- Experience of involvement in school self evaluation, school development planning and developing performance of staff
- Experienced SENCo (desirable)
- Experience of differentiating teaching to match learners' needs
- Experience of writing and reviewing education plans and annual reviews/applications for statutory assessment
- Experience of teaching individuals/groups with a wide range of learning needs/SEN
- Experience of working with a wide range of other professionals
- Experience of assessing pupil progress, tracking and reporting progress

### **Knowledge and Understanding**

- Understand the role of a Deputy Headteacher and how this will develop in partnership with the Headteacher
- Be committed to high levels of achievement for all pupils
- Understand the importance of upholding the vision, values and aims of the school
- Demonstrate a knowledge and understanding of how children learn and the impact of current educational initiatives and legislation on pupils and schools; includes SEN reforms
- Demonstrate a knowledge and understanding of the principles of inclusion
- Understand the importance of promoting equal opportunities within the context of an inclusive school
- Have a clear and comprehensive knowledge of primary assessment

### **Skills and Abilities**

- Be an excellent role model; sustain a positive ethos within the school and manage change effectively
- The ability to communicate effectively, orally and in writing to a wider audience including parents, pupils, Governors, Headteacher and external agencies
- Ability to lead other adults as well as work collaboratively as part of a team
- Ability to challenge and to hold individuals to account for their actions and for children's performance
- To have the IT skills required for the role of a school leader
- The ability to analyse data, identifying trends and patterns and formulating strategies to facilitate improvements
- Ability to organise resources effectively and efficiently
- Ability to maintain confidentiality.