

Person Specification Assistant Principal – SENDCO

*1A – Application form and supporting statement

I – Interview

Selection criteria	Essential or Desirable	How Assessed ^{*1}
Experience, education, qualifications & professional development		
Degree or equivalent qualification	E	A
Qualified teacher status	E	A
Experience of being a highly effective teacher in a secondary school which delivers the national curriculum and a range of GCSE subjects at key stage 4	E	A
Evidence of professional development including preparation for a senior leadership role	E	A
Successful completion of the National Award for SEN Co-ordination (NASENCo) qualification	D	A
Currently working towards or willing to work towards the NASENCo qualification	E	A
SEND knowledge and understanding		
Have a clear understanding of the SEND code of practice	E	I
Have a clear understanding of the direction of travel provided by the SEND and AP Green Paper, the challenges it presents and the opportunities it might provide	E	I
Understand the processes required to accurately identify SEND	D	I
Have a clear understanding of the statutory processes surrounding all aspects of Education Health and Care Plans (EHCPs)	D	I
Have awareness of the full range of SEND needs	E	I
Have established links with external agencies relevant to SEND provision	D	I
Have an awareness of external agencies relevant to SEND provision	E	I
Have a clear vision for SEND provision at Hathershaw	E	I
Leadership and management		
A genuine desire to continue to improve the outcomes of young people with SEND and those who are otherwise vulnerable or at risk of exclusion and disengagement	E	A, I
Successful leadership experience as a middle or senior leader	E	A, I
Track record as a successful middle or senior leader who can demonstrate their impact on the outcomes and experience of students	E	A, I
Understanding of effective school self-evaluation, improvement planning and the requirements of the inspection framework for schools	E	A, I
Ability to develop and implement strategies which drive forward whole school improvement priorities	E	A, I
Ability to set clear targets, track and manage progress and develop strategies to achieve desired outcomes	E	A, I
Experience of developing policies and systems, along with evidence of the impact of these at a faculty or whole school level	E	A, I
Ability to lead, motivate and inspire staff and students and to be a role model for all	E	A, I

Ability to communicate effectively with, and write reports for a range of stakeholders, including governors and trustees	E	A, I
A strategic approach to behaviour management, able to identify needs, address barriers and monitor impact	E	A, I
Experience and knowledge of teaching and learning		
Proven experience as a high performing teacher delivering strong outcomes for students	E	A, I
A sound understanding of how children learn, how teachers can best teach and how to raise the achievement of all students	E	A, I
To have a working and current knowledge of the changing educational landscape and its impact on Hathershaw	E	A, I
Experience of delivering professional development which has had a positive impact on practice	E	A, I
Professional attributes		
A professional and morally driven attitude to decision making and practice	E	A, I
Have a consistent, fair and calm approach to behaviour management and an ability to model this on a daily basis to others	E	A, I
An understanding of the diverse needs of all students in our school and how these can be best met	E	A, I
Ability to maintain the high profile of the school within the wider community	E	A, I
A desire to engage and work collaboratively with parents, carers and other stakeholders to improve the life chances of students, particularly those with SEND	E	A, I
Excellent written and oral communication skills	E	A, I
Competence in and the understanding of the use of ICT as a management and education resource	E	A, I
Personal qualities		
Ability to respond to changing needs	E	A, I
Strongly motivated with confidence, energy, resilience and determination	E	A, I
Ability to prioritise, plan and organise	E	A, I
Ability to work under pressure and meet deadlines	E	A, I
Deal sensitively with people and help to resolve problems	E	A, I
To have the confidence to take decisive action where appropriate	E	A, I
Safeguarding		
Proven commitment to and up to date knowledge of the protection and safeguarding of children and young people	E	A, I
The ability to form and maintain appropriate relationships and personal boundaries with young people	E	A, I
Knowledge and understanding of and willingness to co-operate and work with relevant agencies to safeguard young people	E	A, I