St. Mark’s Catholic Primary School

ASSISTANT HEADTEACHER
(Pastoral and Inclusion - SENDCo, DSL)
Person Specification – L2-6

You should use this Person Specification as a guide for aspects to be covered in your application after reading the Job Description

1. **Educational Qualifications**
   Candidates should have
   - Qualified teacher status
   - Appropriate management training
   - National Award for SENCOs or willingness to train for the National Award
   - Designated Safeguarding Lead training
   - CCRS

2. **Experience**
   Candidates should have
   - Substantial Primary School teaching experience across all key stages, minimum 5 years, with a track record of excellent practice
   - Relevant experience of successful leadership at a whole school level
   - Experience of SENDCo role in another school
   - Involvement in school development and evaluation
   - Taken a lead on inclusion, SEN or curriculum initiatives that have contributed to raising educational standards
   - Promoted, organised and led staff training and development within the specified area/s
   - Experience of Safeguarding lead role
   - Experience of assessment data and how to analyse it to evidence impact and to maximise pupil progress
   - Experience in resource, budgetary and personnel management
   - Experience of benchmarking and reporting to a range of audiences
   - Experience of assessing risks for Educational Visits

3. **Job Related Knowledge, Aptitude and Skills**
   Candidates should have
   - The ability to support and promote the Catholic ethos of the school
   - In depth knowledge and experience of Special Educational Needs and effective learning for children with barriers to learning.
   - Knowledge of excellent provision for Deaf education or willingness to undertake professional development
   - Sound knowledge of current educational issues, developments and legislation, including the SEND Code of Practice
   - The ability to evaluate provision of the school and plan a strategy for its development
   - A clear understanding about school improvement issues
   - The ability to determine priorities and manage time effectively
   - Knowledge of, and potential to build, positive and effective programmes for staff development, in particular developing coaching
and mentoring

- The ability to use evidence to select and evaluate highly effective researched based intervention programmes
- The ability to establish effective working relationships with all members of the school community
- In-depth knowledge of Behaviour Management, mental health and pastoral care
- Skills in resource and budgetary management
- The ability to communicate effectively, both orally and in writing, with individuals and groups
- An understanding of, and a commitment to, inclusive education
- The ability to use ICT to support teaching and management
- Experience of using research evidence to inform teaching and learning
- Evidence of strategic development: leading change that has impacted on pupil outcomes
- Understanding of the role of Governors at a VA school

4. Personal Qualities

Candidates should have/be

- The potential for creative and innovative educational leadership
- The capacity to project and sustain a positive attitude and approach at all times
- The capacity to be flexible in work practices
- The ability to use initiative when problem solving
- The ability to work independently and as part of a team
- The ability to manage, organise and motivate all staff with diplomacy, sensitivity and good humour
- A commitment to personal and professional development
- An enthusiasm and energy for teaching
- A passion for supporting all children to achieve their potential
- A good listener, capable of making reasoned and considered judgements
- Approachable, and possessing integrity, who inspires confidence and trust
- Reflective practitioner who listens to and acts on feedback from stakeholders as appropriate
- High expectations and standards of self and others

5. Equal Opportunities

Candidate should have

- A proven commitment to equal opportunities policy and practice
- The ability to demonstrate that they have actively fostered equal opportunities in their own work.