

## Trust wide Assistant Headteacher 2024 with SEND experience/interest

Personal Specification	
Qualification and Experience	<p><b>All essential</b></p> <ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> <li>• Successful teaching within the Primary Sector</li> <li>• Is able to demonstrate experience of successful leadership and management including: working with a large team and of collaborating effectively with a range of leaders to impact positively on pupil outcomes/staff performance.</li> <li>• Minimum of 2 years' experience improving provision and outcomes for mainstream SEND children.</li> <li>• Minimum of 2 years' experience working within more than one Primary School (desirable)</li> <li>• SENCO qualification (desirable)</li> </ul>
Knowledge and understanding	<ul style="list-style-type: none"> <li>• Sound knowledge of revised primary curriculum and Ofsted framework 2023</li> <li>• Up to date knowledge and implementation of effective teaching and learning strategies including AfL</li> <li>• Sound knowledge of the parental engagement and partnership agenda</li> <li>• Can begin to apply strategies for school improvement including: contribute and share a common purpose; create a climate of trust; develop a long term vision and measure impact</li> <li>• Promote the raising of standards effectively and evaluate performance of children and staff</li> <li>• Maintain high expectations of pupils and colleagues</li> <li>• Work to promote a positive learning environment and strong morale</li> <li>• Be knowledgeable about role and have a clear vision in your area of responsibility, which is shared, and evolving.</li> <li>• Be knowledgeable about subject specialism and responsibility and for be accountable for standards in this area</li> <li>• Be up to date on current issues/legislation/initiatives with a particular focus on the achievement of pupils with special educational needs.</li> </ul>
Pedagogical skills	<ul style="list-style-type: none"> <li>• Ability to teach creatively and effectively to meet the needs of all learners across a year group, phase and key stage (essential)</li> <li>• Ability to critically self-evaluate and review improvement across a year group, phase and key stage (essential) Evaluate impact, collect, analyse and action soft information and hard data across a year group, phase and key stage.</li> </ul>
Leadership skills	<p>The post holder is developing their ability to (all essential):</p> <ul style="list-style-type: none"> <li>• Motivate others beyond immediate team by developing a clear, shared vision and explicitly valuing and appreciating the role of colleagues in achieving this</li> <li>• Begin to envisage an overview of the whole school in which I work currently.</li> <li>• Lead change within their immediate teams effectively by holding themselves and others to account; communicating effectively, including asking for help immediately when stuck</li> <li>• Be an excellent role model, leading by example in the little things: become an efficient organiser, meet deadlines, apologise sincerely and keep commitments.</li> <li>• Encourage and support other peers, other leaders and new colleagues, provide positive and constructive advice, booster morale.</li> <li>• Develop your presence and impact as a leader by delivering and supporting inset sessions, taking more than your share of the blame when things go wrong and less of your share of the credit, when they don't.</li> <li>• Begin to develop mediation skills, resolving disagreements through honest open dialogue and seeking advice from senior leaders, as necessary.</li> <li>• Exemplify agreed policy and best practice; prioritise and delegate promptly.</li> <li>• Audit, store, manage and use limited resources effectively and hold others to account for doing the same.</li> </ul>

Professional Values and Practice	<ul style="list-style-type: none"> <li>• Help to raise standards through the creative deployment of human resources.</li> <li>• Live out the trust ethos of Striving for the Heights with a smart professional appearance and respect for social, cultural, linguistic, religious and ethnic diversity.</li> <li>• Have a flexible and adaptable approach to work, be willing to go the extra mile to get the job done for the benefit of our pupils, our colleagues and for yourself.</li> <li>• Have a happy and positive attitude to the work you undertake and excellent attendance.</li> <li>• Be emotionally resilient and respond to challenging situations in a calm, professional manner at all times, especially when faced with a complaint.</li> <li>• Be collaborative, working in partnership with colleagues (both internally and externally) as part of an inclusive team.</li> <li>• Have a thirst for excellence and a relentless drive to achieve the best outcomes for our pupils, as well as being committed to inclusion, safeguarding and equality.</li> <li>• Maintain capacity and enthusiasm to learn, remaining self-motivated, reflective, creative and innovative, in all circumstances.</li> <li>• To have a strong awareness of professionalism and respect for confidentiality.</li> <li>• To be able to self-evaluate your own performance, keep own knowledge and skills up to date, and participate in relevant training and CPD opportunities as required.</li> <li>• Appreciate the cultural and social diversity of our community as a rich resource.</li> </ul>
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**Summative Agreement**

Confidentiality Code of conduct Safeguarding Health and Safety Induction	<ul style="list-style-type: none"> <li>• I will treat all information about children, families and staff discreetly with regard to confidentiality and data protection, and will report all concerns to the appropriate person(s).</li> <li>• I will adhere to the Trust's code of conduct and all other school policies.</li> <li>• I will comply with all Trust policies and procedures related to equality, safeguarding, and e-safety and will report any concerns to the appropriate person(s).</li> <li>• I agree to take care of my own and other's safety at all times and to carry out my duties in accordance with the Trust's Health and Safety policy and procedures.</li> <li>• On joining the Trust, I agree to attend Induction sessions and complete all related tasks as required.</li> </ul>
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*This person specification is provided to assist staff to understand and appreciate the work content of their post and the role they are to play in school. It does not comprise a full and comprehensive list of all the tasks that the post holder will undertake in fulfilling their responsibilities, and may be subject to amendment or modification at any time in consultation with the post holder.*

Agreed by post holder \_\_\_\_\_ Date \_\_\_\_\_

Date of this review: March 2024	Date of next review: March 2025
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