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| **Assistant Headteacher: Inclusion manager/Senco** |
| **Area** | **Requirement** | **Essential** | **Desirable** |
| **Professional Qualifications** | Qualified teacher status |  |  |
| Evidence of recent professional development relative to the post |  |  |
| Senco qualification(If no qualification at present, the qualification needs to be achieved) |  |  |
| Experience of working in role as Senco |  |  |
| Designated Safeguarding Lead training Level 3 |  |  |
| **Teaching and Learning (demonstrable across all key stages)** | Enthusiasm for teaching and learning |  |  |
| An outstanding classroom practitioner with a track record of good and outstanding teaching |  |  |
| Excellent understanding of assessment and how to use it to maximise pupil progress |  |  |
| Experience of improving the quality of teaching of others |  |  |
| Experience of working with the leadership team to monitor, evaluate and improve teaching and learning across a school |  |  |
| Experience of co-ordinating and developing a core curriculum area |  |  |
| Has experience of using research evidence to inform teaching and learning |  |  |
| Data analysis skills, and the ability to use data to set targets and identify weaknesses |  |  |
| Has experience of teaching in a range of schools |  |  |
| **Strategic Development** | Able to communicate a strong clear vision for high quality primary education which maximises the potential of the school |  |  |
| Able to articulate ways of building, communicating and implementing a shared vision |  |  |
| Experience of school self-evaluation, and able to discuss effective processes for undertaking this |  |  |
| Evidence of leading change which has impacted on pupil progress |  |  |
| Involvement in school improvement planning |  |  |
| **Working with Others** | Understands the importance of working in co-operation and partnership with colleagues |  |  |
| Approachable, accessible and flexible |  |  |
| High expectations and standards of self and others |  |  |
| Experience of mentoring, giving effective feedback and supporting colleagues to improve performance |  |  |
| Experience of managing difficult situations and conflicts |  |  |
| Understanding of the relationship between managing performance, professional development and school improvement |  |  |
| **Management ability** | Ability to anticipate and solve problems |  |  |
| Ability to establish and sustain appropriate management structures |  |  |
| Understanding of the need to develop and sustain a safe, secure and healthy school environment |  |  |
| Experience of developing, implementing, monitoring and evaluating school policies |  |  |
| Able to prioritise, plan and organise own workload and that of others |  |  |
| **Working Partnerships** | Employment of a range of strategies to encourage parents to support their children’s learning and realise the school’s vision |  |  |
| Able to listen to, reflect and act on feedback from stakeholders as appropriate |  |  |
| Experience of leading a project to enhance the school’s provision and reputation in its community |  |  |
| Commitment to the wider curriculum beyond school and the opportunities it provides for pupils and the school community |  |  |
| **Personal Skills and Attributes** | Possesses a genuine empathy with children |  |  |
| Energetic and enthusiastic, with the ability to motivate and inspire others |  |  |
| Able to communicate effectively and concisely |  |  |
| A good listener, capable of making reasoned and considered judgements |  |  |
| Approachable, and possessing integrity |  |  |
| Inspires confidence and trust |  |  |
| **Accountability** | Understands the role of the governing body and can describe how the Deputy Head Teacher will assist governors in carrying out their responsibilities effectively |  |  |
| Understands the role of Ofsted |  |  |
| Has a good understanding of the need to be accountable to parents for the education of their child and can demonstrate a knowledge of strategies that would enable parents to be involved in the life of the school |  |  |
| Has previous experience of challenging and supporting others in order to achieve specific targets |  |  |
| Can articulate an understanding of individual, team and whole school accountability for pupil learning outcomes |  |  |
| Has a comprehensive understanding of school data and how it can be used to benchmark a school’s performance and for target setting |  |  |
| Experience of reporting attainment and progress to a range of audiences |  |  |

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