

Person Specification – Assistant Principal – SEND & EAL

Area	Description	Essential / Desirable
<b>Qualifications</b>	Qualified Teacher Status	E
	Degree or equivalent	E
	Evidence of further professional development within the last 5 years	E
	National Award for SEN Co-ordination	E
	Successful completion of NPQ ML/SL/H	D
	English as an Additional Language Qualification	D
<b>Knowledge &amp; Understanding</b>	Experienced teacher (Minimum 5 years) with experience of leadership across whole school areas	E
	At least a typically 'good' classroom practitioner	E
	A strong commitment to inclusion with high expectations for all learners	E
	Evidence of outcomes and progress at least in line with national or better.	E
	A proven track record of improving behaviour, attendance or outcomes in a leadership role	E
	Successful experience of leading and managing whole school developments in a number of areas regarding teaching & learning and raising standards across the school	D
	Able to talk about characteristics of effective teaching and learning strategies used to raise pupil attainment and achievement	E
	Understanding of effective techniques and policies for behaviour management	E
	A good understanding of the transition between key stages	D

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<b>Leadership &amp; Management</b>	<p>Previous experience of proactive and transformational leadership evidenced by leading and positively transforming an area of strategic responsibility</p> <p>A good understanding of whole school issues</p> <p>Experience of planning for change, development and improvement</p> <p>The ability to set high and clear expectations, to hold others accountable for performance and the contributions they make to the Academy community</p> <p>Experience of managing staff appraisal</p> <p>Experience of managing a budget</p> <p>Ability to analyse, prioritise and meet deadlines</p> <p>Knowledge of the role of Trustees/Governors</p> <p>Able to demonstrate leadership qualities and people management skills and evaluate impact on a team</p> <p>Able to motivate, promote good relationships and effectively communicate with all stakeholders</p> <p>Experience of having led whole school initiatives</p> <p>Commitment to supporting community/external agencies involvements in schools/academies</p> <p>Commitment to safeguarding and promoting the welfare of children</p>	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>
<b>Personal Qualities</b>	<p>Creative strategic thinker</p> <p>Enthusiastic and proactive, keen to embrace new ideas and challenges</p> <p>Approachable, caring and empathetic</p> <p>Works well as part of a team</p> <p>Flexible, listens and is prepared to seek advice and support</p> <p>Demonstrates a concern for pastoral and spiritual welfare of all in the Academy</p> <p>Can demonstrate a commitment to continuing professional development for self and others</p>	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>

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	Committed to active parental involvement	E
	Able to deal sensitively with people and resolve conflicts	E
Role specific requirements	Have experience of successful leadership of either SEND or Inclusive education	E
	Understanding of what makes 'quality first' teaching, and of effective intervention strategies	E
	Ability to plan and evaluate interventions	E
	Data analysis skills, and the ability to use data to inform provision planning	E
	Sound knowledge of the SEND Code of Practice	E
	Knowledge of how pastoral issues can be effectively resolved.	E
	Successful contribution to inclusion within a school	E
	Understand the importance of inclusion and ability to ensure that all staff adopts inclusive practices.	E
	Excellent understanding of inclusive approaches to raising achievement for all and overcoming barriers to learning.	E
	Knowledge of the latest developments in pedagogy.	E
	Understanding of what constitutes high quality teaching & learning for SEND pupils.	E
	Understanding of strategies to secure whole school improvement	E