

## Person Specification

| <u>Essential</u>  | <u>Desirable</u>   |
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| <b>Qualified Teacher Status (QTS)</b>   | <b>Wider Professional Knowledge:</b> Sustained knowledge and understanding of local, national, and global education systems and continuous professional development (CPD). |
| <b>Proven Leadership Experience:</b> At least three years of strong, successful leadership and management experience in a primary school.   | <b>Community Engagement:</b> Ability to build and maintain effective relationships with the wider community, including parents, carers, trustees, and other schools.       |
| <b>Expert Knowledge of SEND Legislation:</b> Sound understanding of relevant legislation, including the 'SEND Code of Practice'.            | <b>Inclusive Education Advocate:</b> Demonstrated commitment to advancing equality and overcoming disadvantage among pupils.   |
| <b>Strategic Development:</b> Ability to develop and implement strategic plans for SEND policy and provision.                               | <b>Research-Led Practice:</b> Engage with external and internal research to innovate and improve teaching practices.   |
| <b>Data Analysis Skills:</b> Competence in evaluating and using data to plan and improve pupil performance.                                 | <b>Performance Management:</b> Experience in managing staff performance, addressing underperformance, and valuing excellent practice.                                      |
| <b>High Ethical Standards:</b> Commitment to promoting the school's vision and ethos with integrity and professionalism.                    | <b>Change Management:</b> Evidence of implementing, managing, and evaluating change collaboratively.   |
| <b>Safeguarding:</b> Strong commitment to safeguarding and promoting the welfare of children.   | <b>Empowering Leadership:</b> Demonstrated ability to inspire and empower all staff and pupils to excel  |
| <b>Effective Communication:</b> Excellent communication skills to engage with pupils, staff, parents, and external agencies.                | <b>Early years experience:</b> Experience of teaching across Early Years and KS1   |
| <b>Management of Resources:</b> Ability to advise on and manage the school's delegated budget and resources effectively for SEND provision. |  |

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| <p><b>Curriculum and Teaching Innovation:</b> Secure excellent teaching through understanding of successful classroom practice and curriculum design.</p> |  |
| <p><b>Proven Track Record in SEND:</b> Demonstrable success in implementing or working within well-established, effective SEND systems.</p>               |  |
| <p><b>Strategic Leadership Skills:</b> Ability to lead and manage strategic plans effectively, impacting both teaching quality and student outcomes.</p>  |  |
| <p><b>Data-Driven Decision Making:</b> Expertise in utilising data analysis to influence teaching strategies and improve student performance.</p>         |  |
| <p><b>Resource Management:</b> Skilled in the effective deployment of school resources, particularly in relation to SEND provision.</p>                   |  |
| <p><b>Team Leadership:</b> Demonstrate highly effective interpersonal skills.</p>   |  |
| <p><b>Expert classroom practitioner:</b><br/>Evidence of expert classroom practice across a range of early childhood (ages 2-11.)</p>                     |  |
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