

## The King's Federation – Person Specification

### Assistant Head Teacher – SEND and Inclusion

<b>Qualifications &amp; Knowledge</b>	<b>Essential Qualities</b>	<b>Desirable Qualities</b>
Honours degree or equivalent	•	
Qualified Teacher Status (QTS)	•	
National Award for SEN Coordination (or willingness to achieve within statutory timeframe)	•	
Evidence of ongoing professional development in SEND, inclusion or leadership	•	
Experience of contributing to whole-school improvement		•
NPQML, NPQSL or other relevant leadership qualification		•
Experience of line managing other staff, including supporting performance and development		•
<b>Knowledge:</b> Proven ability to improve outcomes for pupils with SEND / additional needs, including the needs of pupils with an EHCP, within a classroom environment in a primary setting	•	
Strong understanding of the SEND Code of Practice and statutory frameworks	•	
Understanding of strategic use of the Pupil Premium funding to improve outcomes	•	
Experience of developing and managing Specialist Resource Provision		•
Knowledge of evidence-based interventions for SEND and disadvantaged pupils	•	
Familiarity with data analysis to monitor impact and inform improvement	•	
A strong commitment to enhancing and embedding a robust safeguarding culture across the school	•	
Deep understanding of primary curriculum, pedagogy and assessment	•	
Knowledge of current educational research and best practice in teaching and learning	•	
Ability to model and promote inclusive teaching strategies	•	
Commitment to high-quality provision pupils with SEND and disadvantaged backgrounds	•	

<b>Skills &amp; Experience</b>		
Experience of developing and implementing whole-school policies and improvement plans		•
Ability to lead and inspire staff to adopt inclusive evidence based practice	•	
Knowledge and understanding of safeguarding requirements and good practice	•	
Experience of managing budgets and resources effectively to maximise impact		•
Ability to monitor, evaluate and report on impact to senior leaders and governors	•	
Excellent communication and interpersonal skills for engaging families and external agencies		
Strong organisational and time management skills to manage competing priorities	•	
Skilled at working collaboratively with a range of stakeholders	•	
Ability to teach and provide classroom cover when required	•	
Proven ability to develop positive relationships with pupils, parents/carers, governors and the local community	•	
Proficiency in using ICT effectively to support effective administration, workload, data analysis and reporting	•	
<b>Professional &amp; Personal Qualities</b>		
High expectations for all pupils and commitment to closing attainment gaps	•	
A positive role model who embodies the school's vision and values	•	
Resilient, reflective and solution-focused approach	•	
Is articulate and approachable with excellent interpersonal communication skills both verbally and in writing	•	
Empathy and sensitivity when working with families facing complex challenges	•	
Is committed to on-going professional development and continuous improvement	•	
Willingness to contribute to the wider life of the school and community	•	