**ASTON TOWER COMMUNITY PRIMARY SCHOOL**

**PERSON SPECIFICATION: ASSISTANT HEADTEACHER INCLUSION LEADER**

Aston Tower Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An Enhanced CRB check is required for the successful applicant.

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|  | ESSENTIAL | **DESIRABLE** |
| **INITIAL QUALIFICATIONS** | Qualified Teacher Status. |  |
| **FURTHER QUALIFICATIONS/**  **PROFESSIONAL DEVELOPMENT** | Recent, relevant in-service training in current educational practice. | National award for SEND co-ordination or willing to make the commitment to achieve it within 3 years of appointment.  Recent DSL training |
| **EXPERIENCE** | Very successful recent primary teaching experience.  Successful experience of teaching pupils with special educational needs and disabilities.  Successful experience of promoting high standards of pupil behaviour, attitudes and personal development  Secure understanding of Keeping Children Safe in Education.  Evidence of successful leadership/management in an aspect of school life which has led to raised levels of achievement through improving teaching, curriculum or ethos.  Successful experience of partnership working with parents and the wider community. | Have a clear understanding of the SEND Code of Practice. |
| **SKILLS AND ATTITUDES** | Excellent primary teacher as demonstrable in current practice.  Excellent teacher of pupils who have special education needs and disabilities.  Skilled in being able to promote positive attitudes in pupils and high standards of pupil behaviour.  Able to show care and sensitivty when dealing with children facing significant challenges.  Demonstrate and promote high expectations of staff and pupils.  Able to make effective use of funding for pupils with special educational needs.  Ability to monitor and evaluate provision in a way which leads to improvement.  Ability to manage the implementation of change effectively raising expectations and promoting improvement in others.  Strong interpersonal skills and able to manage and motivate individuals and teams effectively creating a positive working environment that leads to improvements for pupils.  Able to coach and mentor others to improve their performance  Ability to work to high professional standards, strategically and operationally.  Able to build trust and mutual respect between pupils, families and staff.  Clear understanding of the school’s values, context and community.  Be able to problem-solve and find solutions to challenges.  Good IT and time management skills |  |
| **OTHER**  **OTHER** | Evidence of the promotion of positive behaviour strategies and constructive handling of problems.  Evidence of actively involving all staff, parents, governors and the community in the life and work of the school.  Evidence of implementing equal opportunities  Evidence of promoting legislation essential for the health, safety and well being of the school community including safeguarding/ child protection practice. |  |

***NB:*** *If shortlisted, any relevant issues arising from references will also be taken up at interview. References will be used to support the selection panel’s assessment.*