



Holmer Green Senior School is committed to the welfare and safeguarding of all its students and therefore all appointments are made subject to satisfactory Enhanced DBS, qualification and pre-employment checks.

As part of the safer recruitment process, we will carry out an online search (including social media) as part of our due diligence on the shortlisted candidates. This may help identify any incidents or issues that have happened, and are publicly available online, which the school might want to explore with the applicant at interview.

## Assistant Headteacher – Inclusion

### Person Specification

Specification	Essential	Desirable
Safeguarding	<ul style="list-style-type: none"> <li>• Commitment to the safeguarding and well-being of all students and the ability to follow all school policy and procedures</li> <li>• Up-to-date understanding of contemporary issues relating to education</li> </ul>	<ul style="list-style-type: none"> <li>• Previous use of CPOMS</li> </ul>
Qualifications	<ul style="list-style-type: none"> <li>• Degree or equivalent in subject area</li> <li>• Qualified Teacher Status</li> <li>• Teaching degree or equivalent (BA, Bed, PGCE etc)</li> <li>• NASENCO</li> <li>• Evidence of recent professional development</li> </ul>	<ul style="list-style-type: none"> <li>• Further professional qualifications, e.g. NPQ, MA, etc.</li> <li>• Level 7 exam access assessor (or willingness to work towards)</li> <li>• IPSEA SEND Law</li> </ul>
Knowledge, and Experience	<ul style="list-style-type: none"> <li>• Sound knowledge of the SEND Code of Practice</li> <li>• Knowledge of the Children and Families Act</li> <li>• Relevant, recent experience of teaching in an 11-16 or 11-18 school</li> <li>• Involvement in self-evaluation and development planning</li> <li>• Experience of conducting/leading INSET</li> <li>• Line management &amp; development of staff members</li> <li>• Tracking &amp; monitoring of SEND funding through provision map</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of whole-school leadership</li> <li>• Impact of improving attendance figures</li> <li>• Experience of Safeguarding reviews</li> <li>• Monitoring &amp; evaluation of provision map and outcomes to adjust provision</li> <li>• Experience of alternative provision</li> <li>•</li> </ul>
Skills/Abilities	<ul style="list-style-type: none"> <li>• Good leadership skills</li> <li>• Ability to deal with challenging behaviour</li> <li>• Ability to motivate and encourage students</li> <li>• Ability to coach and motivate professionals, individually and in groups, to achieve individual and collective targets</li> <li>• Ability to develop and implement strategies to enhance and sustain</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of instructional coaching</li> <li>• A good working knowledge of Microsoft Office</li> </ul>

	<p>whole school initiatives</p> <ul style="list-style-type: none"> <li>• Ability to set clear targets, track and manage progress and develop strategies to achieve desired outcomes</li> <li>• The diplomatic and PR skills to deal with complex and difficult situations involving any school stakeholder</li> <li>• Good judgement of people and situations</li> </ul>	
<p>Personal Qualities</p>	<ul style="list-style-type: none"> <li>• A passionate belief in the school's mission</li> <li>• A strong commitment to our values of: "Work Hard", "Be Kind" and "Have Passion"</li> <li>• Good communication skills</li> <li>• Commitment to equal opportunities</li> <li>• Team player</li> <li>• Flexible attitude</li> <li>• Proactive</li> <li>• Motivated</li> <li>• Well organized</li> <li>• Smart, professional appearance</li> <li>• Good time-keeping</li> <li>• Drive and enthusiasm</li> <li>• Follow the 7 Nolan principles of public office</li> </ul>	