# Bowlee Park Community School

## Person Specification - Assistant Headteacher (SENDCo)

| | Essential | Desirable | Evidence |
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| **Qualifications** | • Qualified Teacher Status.<br>• National Award for SEN Coordination (NASENCO), or the National Professional Qualification for SENCO where applicable.<br>• Evidence of sustained professional development in SEND, inclusion and/or school leadership. | • Leadership qualification such as an NPQ, or equivalent leadership development.<br>• Postgraduate or Masters-level qualification relating to SEND, inclusion, education or leadership. | • Application form<br>• Certificates |
| **Knowledge and skills** | • Thorough and current knowledge of the SEND Code of Practice and schools statutory SEND responsibilities.<br>• Secure knowledge of the Equality Act 2010, reasonable adjustments, accessibility planning and disability discrimination duties.<br>• Comprehensive understanding of the graduated approach: assess, plan, do, review.<br>• Secure knowledge of the four broad areas of need and evidence-informed approaches to meeting a wide range of needs.<br>• Strong understanding of high-quality and adaptive teaching, curriculum access and effective use of additional adults.<br>• Ability to lead systematic quality assurance through learning walks, observations, work scrutiny, pupil voice and provision reviews.<br>• Strong analytical skills, including use of attainment, progress, attendance, behaviour and wider-outcomes information.<br>• Ability to evaluate interventions, specialist provision, reasonable adjustments and resources against intended outcomes.<br>• Excellent written, verbal, organisational and digital skills, including accurate and confidential record keeping.<br>• Ability to communicate complex or sensitive information clearly to pupils, families, staff, governors and external professionals. | • Knowledge of high-needs funding and value-for-money evaluation.<br>• Experience of developing specialist or hub-based SEND provision. | • Application form<br>• Supporting statement<br>• Strategic task/presentation<br>• Interview<br>• References |
| **Experience** | • Substantial and successful experience as a SENDCo or in a comparable SEND leadership role.<br>• A proven record as an excellent and inclusive classroom practitioner.<br>• Successful whole-school leadership and a strong record of improving SEND provision, inclusive practice and pupil outcomes.<br>• Experience of contributing to school self-evaluation, development planning and whole-school improvement. | • Experience as a member of a Senior Leadership Team.<br>• Experience of supporting inspection activity relating to SEND.<br>• Experience of strategic budget management, resource allocation or monitoring high-needs funding. | • Application form<br>• Supporting statement<br>• Strategic task/presentation<br>• Interview<br>• References |

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| | • Experience of maintaining the SEND register, support plans, provision records and statutory evidence.<br>• Experience of coordinating Education, Health and Care needs assessment requests and leading effective EHCP annual reviews.<br>• Experience of monitoring delivery of EHCP provision and escalating concerns appropriately.<br>• Successful multi-agency working with Local Authority services, educational psychologists, therapists, health and social care.<br>• Experience of leading professional development and improving the practice of teachers and support staff.<br>• Experience of line managing, developing and holding staff to account.<br>• Experience of reporting clearly to senior leaders and governors on SEND provision, compliance and impact. | • Experience of supporting transitions for pupils with SEND between settings or phases. | |
| **Leadership of pupils and provision** | • Unwavering commitment to ambitious outcomes, inclusion and equality for pupils with SEND.<br>• Ability to ensure pupils with SEND access a broad, ambitious and appropriately adapted curriculum.<br>• Ability to identify and remove barriers to learning, participation, attendance and the wider life of the school.<br>• Commitment to pupil voice and involving pupils in decisions about their education and support.<br>• Ability to support and challenge colleagues to secure consistently strong inclusive practice.<br>• Understanding of effective behaviour, attendance and pastoral approaches for pupils with additional needs. | • Experience of working successfully with pupils who have complex needs.<br>• Experience of developing emotional literacy or social, emotional and mental health provision. | • Application form<br>• Strategic task/presentation<br>• Interview<br>• Pupil/staff activity<br>• References |
| **Attributes and competencies** | • Strategic thinking combined with effective operational oversight.<br>• Credibility and confidence to influence, support and constructively challenge colleagues at all levels.<br>• Collaborative leadership and commitment to collective Senior Leadership Team responsibility.<br>• Ability to inspire trust, motivate others and build a cohesive, professional and accountable team.<br>• Integrity, discretion, professional accountability and sound judgement.<br>• Resilience and the ability to remain calm and effective under pressure.<br>• Reflective, self-evaluative and receptive to professional challenge.<br>• Flexible, adaptable and able to prioritise competing demands and statutory deadlines. | • Insight into the needs, strengths and priorities of Bowlee Park Community School and its community. | • Application form<br>• Supporting statement<br>• Strategic task/presentation<br>• Interview<br>• References |

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| | • Commitment to continuing professional development and the wider life of the school.<br>• Ability to build constructive relationships with parents, carers and the wider school community. | | |
| **Promoting the welfare of children** | • Firm commitment to safeguarding and promoting the welfare of children.<br>• Understanding of the additional safeguarding vulnerabilities that some pupils with SEND may experience.<br>• Ability to recognise, record and report safeguarding concerns in line with school procedures.<br>• Commitment to equality of opportunity and a safe, respectful and inclusive school culture.<br>• Suitability to work with children and willingness to undertake all required safer recruitment checks. | | • Application form<br>• Interview<br>• References<br>• Statutory checks |

**Above all, the successful candidate must value children, want the very best for them and be prepared to put their needs first. They will recognise the importance of educating the whole child, securing inclusion and achieving high standards through a broad, ambitious and appropriately adapted curriculum.**