

Person Specification

Head of Learning Support & Inclusion (SENCo)

Criteria	Essential	Desirable
Qualifications		
Qualified teacher status	X	
National Award for SEN Co-ordination, or a willingness to complete it within 3 years of appointment (or willing to undertake the NPQ SENDCO qualification)		X
Degree in relevant subject	X	
Professional development in preparation for a leadership role (e.g. NPQSL)		X
Experience		
Experience of leading a team as a Head of Department, second in department, Head of Year equivalent, or equivalent		X
At least 5 years highly successful teaching experience		X
Previous middle leadership experience with track record of impact		X
Implementing improvement plans, identifying priorities and evaluating impact	X	
Identifying excellent classroom practice to enable teachers to improve through effective feedback	X	
Experience of teaching young people with SEND and delivering excellent outcomes.	X	
Knowledge and Skills		
Excellent up to date knowledge of SEND, The SEND Code of Practice and SEND case law	X	
Demonstrate an understanding of safeguarding issues and promoting the welfare of children	X	

Up to date knowledge of the National Curriculum including performance measures	X	
Knowledge of effective assessment strategies, including appropriate assessment approaches for a variety of additional needs	X	
Clear understanding of successful strategies for raising achievement, specially for children with SEND	X	
Full understanding of the Teacher Standards	X	
Good knowledge of pedagogy, how student learn, retain and recall powerful knowledge	X	
Understanding and commitment to inclusive education	X	
An understanding of the values of Northern Star Trust	X	
Professional Skills		
Ability to make and sustain excellent relationships and build rapport with all stakeholders, promoting the school's vision and values	X	
Excellent leadership skills, adaptable and flexible, holding people to account and getting the best out of others	X	
Demonstrating consistently good and outstanding classroom practice	X	
Ability to make and implement difficult decisions	X	
Ability to work with staff, motivate teams and individuals to implement changes across the school	X	
Ability to see a job through to conclusion, deliver and demonstrate outcomes	X	
Ability to be a team player	X	
Strong communication skills orally and in writing in order to work with different audiences and report effectively	X	
Ability to think strategically	X	
Quality assurance: strong monitoring, evaluating and reviewing practices	X	

Ability to give clear direction, determine priorities and ensure that others uphold policy and practice	X	
Strong ICT skills and good numeracy	X	
Professional Values and Practice		
High expectations with regard to all academy standards and the ability to foster success in others	X	
High standards of professionalism and a consistency of message in line with the academy's ethos, values and expectations	X	
Collaborative, collegiate and inclusive leadership, sharing effective practice in approaches and resources	X	
Genuine interest in young people and their futures and a belief in the potential and ability of all	X	
Ability to manage and ensure that effective child protection and safeguarding practices are followed	X	
Ensure that equality and diversity are reflected in all aspects of academy culture and practice	X	
Commitment to all aspects of academy life	X	
Personal		
Aspiring to further promotion in the future		X
Strong moral purpose, commitment to equality and diversity	X	
Creative, innovative thinker, willing to take calculated risks	X	
Able to inspire, motivate and engage, bringing people along	X	
Energetic, enthusiastic, resilient	X	
Excellent communicator	X	
Strong personal impact, presence, self-efficacy and confidence	X	
Able to lead assertively and encourage initiative in others	X	

Able to reflect on own practice and that of others, being flexible and adaptable	X	
Calm under pressure, prioritising and managing time effectively	X	
Ability to respond immediately to changing needs and circumstances	X	
Reliability, integrity and commitment, a genuine interest in learning	X	
Commitment to restorative practice approaches	X	
Commitment to student well-being and the safeguarding and protection of young people from harm	X	