



**ASSISTANT HEADTEACHER
CRITERIA FOR SELECTION**

Category	Essential	Desirable
<p>Relevant Experience</p>	<p>Significant experience working with students with SEND across a range of needs</p> <p>Experience of EHCP processes and annual reviews</p> <p>Experience of leadership within a school (e.g. middle or senior leadership)</p> <p>Experience of developing, monitoring and evaluating provision for students with additional needs</p> <p>Experience of working with attendance systems and addressing barriers to attendance</p> <p>Experience of working with external agencies and professionals (e.g. EWO, social care, therapists)</p> <p>Experience of contributing to behaviour, pastoral or inclusion systems</p>	<p>Experience in a specialist or special school setting</p> <p>Experience of leading SEND strategy across a school</p> <p>Experience at senior level</p> <p>Experience of leading whole-school initiatives</p> <p>Experience of working with multiple Local Authorities</p> <p>Experience of quality assuring EHCP documentation and professional reports</p>
<p>Skills and Abilities</p>	<p>Ability to think strategically and translate vision into effective practice</p> <p>Strong leadership skills, including the ability to motivate, challenge and develop staff</p> <p>Excellent organisational skills with the ability to prioritise and manage multiple systems effectively</p>	<p>Ability to lead whole-school change and innovation</p> <p>Experience of leading CPD and whole-school training</p> <p>Experience of leading complex operational systems</p> <p>Experience of presenting information to governors or external stakeholders</p>

	<p>Strong analytical skills, including the use of data to inform decision-making</p> <p>Excellent communication skills (written and verbal), including with staff, families and external agencies</p> <p>Ability to build positive and professional relationships across a range of stakeholders</p> <p>Ability to work effectively under pressure and in a complex school environment</p>	
General and Specific Knowledge	<p>Secure knowledge of SEND legislation, statutory guidance and inclusive practice</p> <p>Strong understanding of EHCP processes, annual reviews and provision planning</p> <p>Understanding of curriculum adaptation to meet the needs of students with SEND</p> <p>Commitment to ongoing professional development</p> <p>Awareness of current national developments in SEND and education</p>	<p>NPQ SENCo / NASENCo or willingness to work towards</p> <p>Additional SEND-specific qualifications (e.g. Autism, SLCN, SEMH, trauma-informed practice)</p> <p>Understanding of attendance systems, barriers and strategies for improvement</p> <p>Experience of leading a curriculum area</p>
Safeguarding	<p>A clear understanding of safeguarding responsibilities within a school, particularly in a SEND context</p> <p>Commitment to safeguarding and promoting the welfare of children and young people</p>	<p>Experience of working with external safeguarding agencies</p>