



**HALL GREEN SCHOOL  
PERSON SPECIFICATION  
POST: SENIOR LEADER: INCLUSION & SENDCo**

**Salary Range/Grade:** Leadership Spine L6-L10  
**Responsible to:** The Headteacher

This acts as selection criteria and gives an outline of the types of person and the characteristics required to do the job.

Essential (E): without which candidate would be rejected  
Desirable (D): useful for choosing between two good candidates.

Please make sure, when completing your application form, you give clear examples of how you meet the essential and desirable criteria.

Attributes	Essential	How Measured A – Application I – Interview Q – Qualification R – Reference	Desirable	How Measured A – Application I – Interview Q – Qualification R – Reference
Qualifications	<ul style="list-style-type: none"> <li>Honours Degree or Equivalent Qualified Teacher Status</li> <li>National Award for SEN Co-ordination or a willingness to complete it within 3 years of appointment</li> </ul>	A A A	<ul style="list-style-type: none"> <li>Evidence of further professional development or other qualifications</li> </ul>	A
Professional Experience	<ul style="list-style-type: none"> <li>Experience and understanding of teaching and learning across the secondary age range</li> <li>Significant and successful management responsibility</li> <li>Proven track record of successful leadership of a whole school responsibility</li> <li>Successful experience of raising achievement</li> </ul>	A, R  A, R  A, R  A, R	<ul style="list-style-type: none"> <li>Experience of coaching and mentoring</li> <li>Experience of working with and engaging the involvement of external partners, governors, parents and the wider community</li> </ul>	A, R   A, R

Attributes	Essential	How Measured A – Application I – Interview Q – Qualification R – Reference	Desirable	How Measured A – Application I – Interview Q – Qualification R – Reference
Professional Experience (continued)	<ul style="list-style-type: none"> <li>• Evidence of monitoring, evaluating and reviewing the performance of individuals and teams through a robust performance management system</li> <li>• Experience of contributing to self-evaluation and school improvement</li> <li>• Experience of leading training and other staff development activities</li> </ul>	<p>A, R</p> <p>A, R</p> <p>A, R</p>		
Skills	<ul style="list-style-type: none"> <li>• Sound knowledge of the SEND Code of Practice</li> <li>• Ability to positively influence others</li> <li>• Understanding of what makes ‘quality first’ teaching, and of effective intervention strategies</li> <li>• Ability to motivate, lead and manage people to work both individually and in teams</li> <li>• Ability to implement change and plan strategically</li> <li>• Outstanding communication skills, with a range of audiences both orally and in writing</li> <li>• Understanding, analysis and interpretation of school performance data</li> <li>• Ability to build effective working relationships</li> <li>• Ability to prioritise, work under pressure and meet deadlines</li> <li>• Effective administration and organisational skills</li> </ul>	<p>A, R</p> <p>R</p> <p>A, I</p> <p>R</p> <p>I</p> <p>I</p> <p>I</p> <p>A, I, R</p> <p>I</p> <p>I</p>		

Attributes	Essential	How Measured A – Application I – Interview Q – Qualification R – Reference	Desirable	How Measured A – Application I – Interview Q – Qualification R – Reference
Skills (continued)	<ul style="list-style-type: none"> <li>Effective problem solving skills</li> </ul>	I		
Knowledge and Understanding	<ul style="list-style-type: none"> <li>In-depth knowledge of pastoral care systems</li> <li>In-depth knowledge of the exclusions process</li> <li>In-depth knowledge of developing an effective rewards system</li> <li>Knowledge and understanding of a range of alternative provision</li> <li>Knowledge and understanding of attendance procedures</li> <li>Knowledge, understanding and commitment to safeguarding, child protection and equality</li> <li>Knowledge and understanding of the role of Designated Teacher for Looked After Children</li> </ul>	<p>A, I</p> <p>A, I</p> <p>A, I</p> <p>A, I</p> <p>A, I</p> <p>A, I</p> <p>A, I</p>	<ul style="list-style-type: none"> <li>Experience as a Designated Teacher</li> </ul>	A, I
Personal Attributes	<ul style="list-style-type: none"> <li>Value all children and be committed to the development of the whole child</li> <li>Relate well to students, staff and parents and care about their individual needs</li> <li>Able to adapt to changing circumstances and new ideas in a positive and creative manner</li> <li>Has high expectations of self and others</li> <li>Good judgement</li> <li>Energy and enthusiasm</li> <li>Integrity and loyalty</li> <li>Commitment to an open, collaborative style of management</li> </ul>	<p>A, I, R</p> <p>A, I, R</p> <p>A, I, R</p> <p>A, I, R</p> <p>A, I, R</p> <p>A, I, R</p> <p>A, I, R</p> <p>A, I, R</p>		

Attributes	Essential	How Measured A – Application I – Interview Q – Qualification R – Reference	Desirable	How Measured A – Application I – Interview Q – Qualification R – Reference
Personal Attributes (continued)	<ul style="list-style-type: none"> <li>• A good sense of humour</li> <li>• Resilience, determination and passion to succeed</li> </ul>	A, I, R A, I, R		
Equal Opportunities	<ul style="list-style-type: none"> <li>• Knowledge of and commitment to equal opportunities issues as they relate to education and schools</li> </ul>	A, I, R		

(A = Application Form, I = Interview, Q = Proof of Qualification or evidence of relevant recent experience)

We will consider any reasonable adjustments under the terms of the Equality Act 2010 to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

Hall Green School is committed to safeguarding and promoting the welfare of its pupils and expects all those working at the School to share this commitment. Successful applicants will be required to undergo pre-appointment checks appropriate to the post, including checks with past employers and Enhanced Disclosure and Barring Checks.