

**NB:**

You do not have to be an existing SENDCO to apply for this role. This role would suit an existing Middle Leader who has an interest in removing the barriers to learning for youngsters with SEND.

**Personal attributes based on Job Description:**
**Essential or Desirable:**
**Qualifications and Certification – assessed through application/interview/references**

▪ QTS/QLTS	Essential
▪ Suitable degree (or equivalent)	Essential
▪ A recognised SEND qualification (e.g. National Award for SEN Coordination) or demonstrable experience of SEND leadership with a commitment to achieving the qualification if not already held	Essential
▪ Additional specialist qualifications (e.g. dyslexia training)	Desirable
▪ Evidence of Continued Professional Development relating to school leadership – e.g. relevant NPQ or post-graduate qualification	Desirable

**Experience – assessed through application/interview/references**

▪ Successful experience of middle leadership at a secondary school	Essential
▪ Experience of leading effective staff teams	Essential
▪ Experience of leading a whole school project with a positive impact on student outcomes	Essential
▪ Proven ability to contribute strategically to whole-school improvement	Essential
▪ Experience of leading SEND or inclusion strategically across a whole school or large phase or department	Essential
▪ Experience of leading change and improvement in complex school contexts	Essential
▪ Experience of identifying and addressing barriers to attendance, engagement and participation for pupils with SEND	Desirable
▪ Experience of leading or overseeing resource provisions	Desirable
▪ Familiarity with multi-agency working and EHCP processes	Desirable

**Knowledge and Understanding – assessed through application/interview/references**

▪ Ability to inspire and motivate staff, pupils, parents and Trustees to achieve the aims of the school	Essential
▪ Ability to analyse data, develop strategic plans, set targets and monitor/evaluate progress towards these	Essential
▪ Knowledge of what constitutes quality in teaching and learning, the characteristics of effective schools and strategies for raising standards and the achievement of all pupils	Essential
▪ Evidence of successful strategies for planning, implementing, monitoring and evaluation school Improvement with positive impact on disadvantaged students	Essential
▪ Evidence of having successfully translated vision into reality at whole school or department level	Essential
▪ Understanding of how financial and resource management enable a school to achieve its educational Priorities	Desirable
▪ Strong desire to learn about SEND needs (e.g., SpLD, ASD, ADHD, SEMH) and how these interact with learning and assessment.	Essential

**Personal Qualities – assessed through application/interview/references**

▪ A desire to champion young people from the most disadvantaged backgrounds	Essential
▪ A really effective classroom teacher	Essential
▪ Accountability	Essential
▪ A relentless drive for success	Essential
▪ Organisation and project management: able to priorities and plan effectively to meet deadlines	Essential
▪ Able to demonstrate logical, practical and/or creative approaches to tasks	Essential
▪ A great team player	Essential
▪ Excellent written and spoken communication skills, including being able to translate technical assessment outcomes into inclusive classroom strategies.	Essential
▪ Ability to remain positive and enthusiastic when working under pressure	Essential
▪ Ability and suitability to safeguard and promote the welfare of children	Essential
▪ A commitment to raising standards across the whole age and ability range of the school	Essential
▪ Empathy and confidentiality when working with students and families.	Essential
▪ Have rigorous professionalism in everything, accepting nothing but the best in a culture of excellence	Essential
▪ Reflective, outcomes-driven, and able to evaluate impact and cost-effectiveness.	Essential