In your application for the post of Associate Assistant Headteacher for SEND and Resource Base Lead, please demonstrate how you meet the following criteria.

**Assessment Key:** A = Application form and supporting statement, I = Interview

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| Selection Criteria | Essential/Desirable | How assessed |
| **Experience, education, qualifications & professional development** |
| Degree or equivalent qualification | E | A |
| Qualified teacher status | E | A |
| Experience of being a highly effective teacher in a secondary school which delivers the national curriculum and a range of GCSE subjects at key stage 4 | E | A |
| Evidence of relevant professional development | E | A |
| Successful completion of the National Award for SEN Co-ordination (NASENCo) qualification | D | A |
| Currently working towards or willing to work towards the NASENCo qualification | E | A |
| **SEND knowledge and understanding** |
| Have a clear understanding of the SEND code of practice | E | I |
| Have a clear understanding of the direction of travel provided by the SEND and AP Green Paper, the challenges it presents and the opportunities it might provide | E | I |
| Understand the processes required to accurately identify SEND | D | I |
| Have a clear understanding of the statutory processes surrounding all aspects of Education Health and Care Plans (EHCPs) | D | I |
| Have awareness of the full range of SEND needs | E | I |
| Have established links with external agencies relevant to SEND provision | D | I |
| Have an awareness of external agencies relevant to SEND provision | E | I |
| Have a clear vision for SEND provision at Longdendale High School  | E | I |
| **Leadership and management** |
| A genuine desire to continue to improve the outcomes of young people with SEND and those who are otherwise vulnerable or at risk of exclusion and disengagement | E | A, I |
| Track record as a successful teacher and/or middle leader who can demonstrate their impact on the outcomes and experience of students | E | A, I |
| Understanding of effective school self-evaluation, improvement planning and the requirements of the inspection framework for schools | E | A, I |
| Ability to develop and implement strategies which drive forward whole school improvement priorities | E | A, I |
| Ability to set clear targets, track and manage progress and develop strategies to achieve desired outcomes | E | A, I |
| Experience of developing policies and systems, along with evidence of the impact of these at a faculty or whole school level | E | A, I |
| Ability to lead, motivate and inspire staff and students and to be a role model for all | E | A, I |
| Ability to communicate effectively with, and write reports for a range of stakeholders, including governors and trustees | E | A, I |
| A strategic approach to behaviour management, able to identify needs, address barriers and monitor impact | E | A, I |
| **Experience and knowledge of teaching and learning** |
| Proven experience as a high performing teacher delivering strong outcomes for students | E | A, I |
| A sound understanding of how children learn, how teachers can best teach and how to raise the achievement of all students | E | A, I |
| To have a working and current knowledge of the changing educational landscape and its impact on schools | E | A, I |
| Experience of delivering professional development which has had a positive impact on practice | E | A, I |
| **Professional attributes** |
| A professional and morally driven attitude to decision making and practice | E | A, I |
| Have a consistent, fair and calm approach to behaviour management and an ability to model this on a daily basis to others | E | A, I |
| An understanding of the diverse needs of all students in our school and how these can be best met | E | A, I |
| Ability to maintain the high profile of the school within the wider community | E | A, I |
| A desire to engage and work collaboratively with parents, carers and other stakeholders to improve the life chances of students, particularly those with SEND | E | A, I |
| Excellent written and oral communication skills | E | A, I |
| Competence in and the understanding of the use of ICT as a management and education resource | E | A, I |
| **Personal qualities** |
| Ability to respond to changing needs | E | A, I |
| Strongly motivated with confidence, energy, resilience and determination | E | A, I |
| Ability to prioritise, plan and organise | E | A, I |
| Ability to work under pressure and meet deadlines | E | A, I |
| Deal sensitively with people and help to resolve problems | E | A, I |
| To have the confidence to take decisive action where appropriate | E | A, I |
| **Safeguarding** |
| Proven commitment to and up to date knowledge of the protection and safeguarding of children and young people | E | A, I |
| The ability to form and maintain appropriate relationships and personal boundaries with young people | E | A, I |
| Knowledge and understanding of and willingness to co-operate and work with relevant agencies to safeguard young people | E | A, I |