



Larkspur Community Primary School

Person Specification: Assistant Headteacher and Inclusion Lead

Introduction

The governing body is seeking to appoint an aspirational and skilled Assistant Headteacher who will support the strategic direction of the school, champion inclusive practice, and contribute to high standards of teaching, learning and pupil wellbeing. The successful candidate will work closely with the Headteacher and leadership team to strengthen provision for all pupils, including those with SEND. This person specification sets out the knowledge, skills and experience required to fulfil the role of Assistant Headteacher and SENDCO at Larkspur Community Primary School. Criteria are listed as Essential or Desirable and will be assessed through the application, tasks and interview process.

Criteria:		
	Essential	Desirable
Qualifications & Training	<ul style="list-style-type: none"> • Qualified Teacher Status (QTS). • Degree. • Recent and relevant safeguarding/child protection training. • Designated Safeguarding Lead (DSL) training, or commitment to complete upon appointment. • National Award for SEN Coordination or commitment to undertake and complete within the required timeframe. 	<ul style="list-style-type: none"> • NPQ (e.g., Leading Teacher Development, Leading Behaviour & Culture, or Senior Leadership). • Accredited training in SEND leadership, assessment or inclusion. • First Aid and/or positive handling training.
Experience	<ul style="list-style-type: none"> • At least six years of successful teaching experience across the primary age range. • Experience of teaching and/or leading in Early Years Foundation Stage (EYFS). • Proven record as an outstanding classroom practitioner. • Experience of leadership and management of a whole-school aspect, including improving teaching and learning. • Experience leading and quality-assuring provision for pupils with SEND, including provision mapping, maintaining the SEN register and producing termly impact reports. • Experience preparing Education, Health and Care (EHC) needs assessments and leading annual reviews within statutory timescales. 	<ul style="list-style-type: none"> • Experience of conducting performance management for teachers. • Experience of deputising for senior leaders and leading the day-to-day operation of a school. • Experience improving attendance and engagement through work with families.



	<ul style="list-style-type: none"> • Experience in multi-agency working (e.g., Educational Psychology, Early Help, Social Care, health and voluntary sector partners). • Experience of line-managing and deploying support staff (e.g., teaching assistants) to meet pupil needs. • Experience of monitoring, evaluating and raising standards across classes or phases, including lesson observations, work scrutiny and feedback. • Experience supporting, coaching and developing colleagues. 	
Leadership & Management	<ul style="list-style-type: none"> • Ability to share and model the school's vision, values and high expectations. • Experience contributing to school self-evaluation and improvement planning, including policy development. • Evidence of leading change that improves outcomes for pupils, including those with SEND and other vulnerabilities. • Ability to analyse performance and provision data to inform strategic decisions and targeted interventions. • Experience of holding adults to account with support and challenge, including following up underperformance. 	<ul style="list-style-type: none"> • Experience working with governors/trustees and preparing reports for them. • Understanding of financial planning for inclusion resources.
Safeguarding	<ul style="list-style-type: none"> • Deep and current knowledge of safeguarding, child protection and safer working practices; confident in applying statutory guidance in school. • Experience contributing to safeguarding casework, thresholds and referrals, and maintaining high-quality records in line with GDPR. 	<ul style="list-style-type: none"> • Ability to act as a Designated Safeguarding Lead (DSL) or Deputy DSL. • Experience leading Team Around the Family (TAF) / Early Help processes.
Teaching, Learning & Assessment	<ul style="list-style-type: none"> • Secure understanding of what makes effective learning, teaching and assessment. • Knowledge of curriculum sequencing, adaptive teaching and inclusive classroom practice. • Strong understanding of assessment for learning and target setting to secure progress for all learners. • Awareness of cognitive load theory, working memory and strategies to help pupils know more and remember more. 	<ul style="list-style-type: none"> • Experience quality-assuring curriculum progression with subject leaders.
SEND & Inclusion Expertise	<ul style="list-style-type: none"> • Expert knowledge of the SEND Code of Practice and the graduated approach (Assess–Plan–Do–Review). 	<ul style="list-style-type: none"> • Familiarity with local (Gateshead) SEND processes and documentation.



	<ul style="list-style-type: none"> • Ability to identify emerging needs early and coordinate timely, evidence-based interventions. • Experience designing, implementing and reviewing high-quality provision maps and personalised plans with teachers and support staff. • Ability to train, coach and advise staff to improve inclusive practice and behaviour for learning. • Understanding of equality, diversity and reasonable adjustments to remove barriers to learning. 	
Family Support & Multi-agency Working	<ul style="list-style-type: none"> • Proven ability to build trusting, professional relationships with parents and carers, including running meetings, structured conversations and workshops. • Ability to maintain accurate, confidential records of support, interventions and impact. 	<ul style="list-style-type: none"> • Experience coordinating Early Help support and working effectively with external agencies to achieve positive outcomes for children and families.
Data, Systems & Organisation	<ul style="list-style-type: none"> • Excellent organisational skills with the ability to prioritise, meet deadlines and manage complex, competing demands. • Confidence with data: tracking progress and provision for SEND and vulnerable pupils and reporting impact to leaders and governors. • Meticulous record-keeping, including maintaining the SEN register, provision maps and statutory documentation. 	<ul style="list-style-type: none"> • Good working knowledge of MIS and safeguarding/recording systems.
Communication & Stakeholder Engagement	<ul style="list-style-type: none"> • Excellent oral and written communication skills, tailored to different audiences (pupils, staff, parents, governors and external partners). • Ability to foster a collaborative, solution-focused culture and maintain positive professional relationships. 	
Personal Attributes	<ul style="list-style-type: none"> • Child-centred, resilient and reflective with unwavering professional integrity and a relational approach. • High expectations of pupils' learning, behaviour and wellbeing, and of your own and colleagues' professional standards. • Able to remain calm, make sound decisions and take initiative, including when deputising for the Headteacher. 	
Pre-employment & Compliance	<ul style="list-style-type: none"> • Enhanced DBS clearance and suitability to work with children. • Satisfactory references, verification of qualifications, medical clearance and right to work in the UK. 	