

Person Specification

Assistant Principal for Inclusion and Pupil Premium – October 2026

Attributes	Essential	Desirable	How identified
Qualifications	- Qualified Teacher Status or an equivalent recognised teaching qualification - Evidence of sustained and relevant professional development - National Professional Qualification for SENCO, National Award for SEN Coordination or equivalent relevant qualification	Relevant leadership qualification or evidence of equivalent senior-leadership development	A A/I A A
Experience:	- A strong record as an effective classroom practitioner - Successful leadership of a team and a significant whole-school priority with demonstrable impact - Experience of contributing to school improvement planning, implementation and evaluation - Substantial experience of leading SEND, disadvantage, inclusion or provision for vulnerable learners		A/R A/I A/I A/I

Attributes	Essential	Desirable	How identified
	in a secondary-school context • Experience of quality assuring provision and using evidence to improve pupil outcomes • Experience of effective line management, delegation, professional development and accountability • Experience of working with parents, the Local Authority, health, social care or other external agencies	• Experience of Alternative Provision, reintegration or multi-agency planning	A A/R/I A/I A/I
Knowledge and Understanding	• A secure understanding of effective SEND leadership, graduated response, EHCP processes, provision mapping and preparation for adulthood • A secure understanding of high-quality adaptive teaching and the responsibilities of teachers and leaders for pupils with SEND • Knowledge of effective Pupil Premium strategy, evidence-informed		A A/I A

Attributes	Essential	Desirable	How identified
	intervention and evaluation of impact • Understanding of barriers affecting disadvantaged pupils, pupils with SEND and other vulnerable groups • Understanding of equality, accessibility, reasonable adjustments and inclusive practice • Understanding of safeguarding considerations within SEND, vulnerable-learner and Alternative Provision work • Understanding of Ofsted expectations for SEND, disadvantaged pupils and inclusion, and the evidence needed to demonstrate impact		A/I A/I A/I A/I
Leadership and Management:	• Ability to translate strategic priorities into clear operational plans, milestones, responsibilities and impact measures • Ability to lead colleagues beyond direct line-management authority and secure consistent implementation across teams • Ability to delegate, support and hold others to account while building leadership capacity		A/I A/I A/I

Attributes	Essential	Desirable	How identified
	- Ability to analyse pupil, provision and financial information, identify risk and report concisely to senior leaders and governors - Ability to manage competing priorities, meet deadlines and sustain attention to detail		A/I A/R/I
Communication and relationships:	- Highly effective written and verbal communication with pupils, staff, families, governors and external partners - Ability to listen carefully, use pupil and parent voice meaningfully and build trust while maintaining appropriate professional challenge - Confidence in presenting, facilitating meetings and representing the school professionally		A/I A/I A/I
Professional Qualities:	- Visible commitment to Werneth School's values of Respect, Kindness, Hard Work and Good Communication - High expectations, sound judgement, integrity, discretion and the resilience to lead through challenge - A strong commitment to safeguarding, inclusion, equality and		A/I A/R/I A/R/I

Attributes	Essential	Desirable	How identified
	improving the life chances of all pupils • Reflective, open to feedback and committed to professional learning • Willingness and ability to undertake the full range of duties associated with senior leadership, including work beyond normal school hours when reasonably required		A/I A/I
Other Skills and Behaviours:	An understanding of, and belief in, the values and ethos of the School and Trust		