Person Specification: Inclusion Leader/SENCo/Strategic Lead for Behaviour

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| Criteria  | Essential  | Desirable  |
| Qualifications  | * QTS – graduate or teachers’ certificate
* Evidence of continuing and recent further professional development and qualifications relevant to the post.
 | • National Award for Special Educational Needs Co-ordinators or a willingness to achieve it.  |
| Experience  | * To show evidence of being an experienced and effective class teacher through excellent teaching practice.
* Leadership of an aspect of school improvement and/or curriculum area.
* To be able demonstrate ability to lead workshops, staff meetings and INSET.
* Ability to work with parents to ensure the best possible outcomes for children.
* Monitor teaching and learning activities to meet the needs of pupils with SEND and those with additional needs.
* Manage the day to day operation of the school’s SEND and G&T policies, inclusion managing the provision for these.
* Deployment of relevant staff.
 | * Experience of being a SENCo/inclusion manager in a primary school.
* Experience of more than one school.
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| Knowledge/skills understanding  | * A sound understanding of the issues surrounding the safeguarding of children’s welfare including pupils with medical needs
* Knowledge of the National Curriculum.
* A thorough knowledge and understanding of the SEND code of practice.
* Ensuring that pupils’ needs are met through effective SEND plans and/ or provision maps.
* Analysis and reporting of data to inform on progress, attainment and impact and suggest action for school improvement.
* To support all staff in understanding the needs of the SEND pupils and to help to identify and disseminate the most effective teaching methods for those groups.
* Ensure pupils with additional needs are met through effective interventions
* To lead and manage behaviour strategically across the school
 | * Understanding of practice throughout the primary years.
* Some experience or further training in working in child protection.
* Able to use ICT programs to support SEND tracking.
* To be a DSL
* Knowledge of LAC
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| Leadership  | * To support the Headteacher in providing a clear vision and direction for the development of SEND.
* To liaise with the Headteacher to organise the effective deployment of teaching assistants.
* To liaise with outside agencies, efficiently running meetings to improve outcomes for children.
* To update the SEND policy and behaviour policy
* To have regular contact with the SEND governor and report to the full governing body when appropriate.
* To help to ensure that the school’s pastoral systems are implemented throughout the school so that effective learning can take place.
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| Aptitude and Skills  | * To have the ability to develop and maintain an open, supportive and cooperative relationship with the all staff which will help to produce excellence and expand learning in the school.
* To have well developed good oral and written communication skills as well as strong ICT skills.
* To be able to work effectively under pressure and to plan, prioritise and meet deadlines.
* To have the ability to establish excellent relationships with all members of the school community together.
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| Personal Attributes  | * To have good personal presence and a sense of humour.
* To be approachable, accessible and flexible.
* To be able to work on own initiative.
* An awareness, understanding and commitment to equal opportunities.
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